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A MANUAL

OF

ENGLISH GRAMMAR,

AND

ANALYSIS OF SENTENCES.

BY

REV. A. M. TROTTER, M.A.,
EDINBURGH.

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PREFACE.

THE following work consists of three parts—Accidence, Syntax, and Analysis of Sentences.

Part I. contains three sections :—1st. Classification of Words; 2nd. Definition and Subdivision of the Parts of Speech; and 3d., Inflection.

In Part II. the Rules of Syntax are given in detail, with numerous Exercises, consisting of sentences some of which are correct and others faulty, the pupil being left to discover for himself those which violate the rule, and to make the necessary correction. The Parsing Exercises appended to the rules are so constructed as still further to test the pupil's intelligence of the principle involved. To this division of the work are added a few pages explaining and illustrating the more common Figures of Speech.

In Part III. the Analysis of Sentences—a department of Grammar now regarded as of great and growing importance—is treated at considerable length. It has been the aim of the author to meet the special difficulties of the subject by systematic arrangement of principles, clear and precise definitions, and copious illustrative examples and exercises; and it is hoped that the method adopted will tend greatly to lighten the labour both of the teacher and of the pupil.

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ENGLISH GRAMMAR.

PART I.—ACCIDENCE.

1. English Grammar is divided into three parts ;—

(1.) **Orthography**, which treats of sounds and letters;
(2.) **Etymology**, which treats of the classification, inflection, and derivation of words; and
(3.) **Syntax**, which treats of the right arrangement of words in a sentence, and the relation that sentences or parts of sentences bear to each other.

ORTHOGRAPHY.

2. Language is made up of words.

A **primitive** word is one which is not derived from any other word; as, *Good, run.*
A **derivative** word is one which is derived from another word; as, *Goodness, runner.*
A **compound** word is one which is made up of two or more words; as, *Town-clerk, bookseller.*

3. A word consists of one or more **syllables** or distinct sounds.

A word of *one* syllable is called a **monosyllable**; as, *Just.*
A word of *two* syllables is called a **dissyllable**; as, *Justice.*
A word of *three* syllables is called a **trisyllable**; as, *Justify.*
A word of *four* or *more* syllables is called a **polysyllable**; as, *Justification.*

4. There are twenty-six letters in English, and these, taken as a whole, are called the **Alphabet.**

5. Letters are divided into **Vowels** and **Consonants.**

A **Vowel** makes a full and complete sound by itself.
The **Vowels** are *a, e, i, o, u;* also *w* and *y* when they do not begin a word or syllable.
The rest of the letters are called **Consonants**, because, to make a distinct syllable, they must be *sounded along with* a vowel.

6. Two vowels coming together in one syllable make a **diphthong.**

When the two vowels are equally sounded the diphthong is called **proper**; as, *ou* in *found.*
When only one of the two vowels is sounded, the diphthong is called **improper**; as, *oa* in *moan.*

7. Three vowels coming together in one syllable make a **triphthong**; as, *eau* in *beauty.*

8. **Consonants** are divided into **Liquids** and **Mutes.**

The **Liquids** are *l, m, n, r.* The **Mutes** are *p, b, v, f, d, t, s, z, c, g, k, q, h, j, x,* and are subdivided into—

(1.) Labials, or *lip*-sounds; *b, p, v, f.*
(2.) Dentals, or *teeth*-sounds; *d, j, t, s, z.*
(3.) Gutturals, or *throat*-sounds; *c, g, h, k, q, x.*

Capital Letters.

9. A Capital Letter should begin—

(1.) The first word of a sentence.
(2.) The first word of a line of poetry.
(3.) The first word of a quotation; as, God said, *Let* there be light.
(4.) The name of an individual person, place, or thing; as, *James, Dundee, The Exchange.*
(5.) The name of a thing personified; as, Come, gentle *Spring.*
(6.) Words derived from names of places; as, An *English* ship.
(7.) The names of terms, days, and months; as, *Whitsunday, Monday, August.*
(8.) The name of any very important event; as, The *Reformation.*
(9.) The titles of books, poems, newspapers, &c.; as, The *Bible; Paradise Lost; The Times.*
(10.) The words *I, O! Oh!*

ETYMOLOGY.

Classification of Words: Parts of Speech.

10. The name of any *person, animal, place,* or *thing* is called a **Noun**; as, John, dog, London, map.

EXERCISES.

(1.) *Write down six names of* persons; *six, of* animals; *six, of* places; *and six, of* things.

(2.) *Point out the* nouns *in the following sentences:—*

A stranger entered my friend's house during the night, and stole his watch from the dressing-table. The thief escaped by the window; but, as he was crossing the yard, the watch-dog sprang from its kennel, seized him by the wrist, and, after a struggle, pulled him to the ground. The magistrate sent the rogue to prison for seven days. The trees in William's garden are nailed to the walls. The ship in which my cousin sailed from America did not reach the coast of France till the end of autumn. The Thames is a river in England. The church is built of blocks of stone. Dick, a little boy who was herding cows in a park not far from a wood, laid down his bread and cheese on the grass, and ran after a butterfly with shining wings. Do your sisters intend to visit Switzerland in October? The battle of Bannockburn was fought on the 24th day of June, 1314. Our streets are lighted with gas. Tigers and lions are fierce animals. Europe and Africa are separated by the Mediterranean Sea. In 1666 a great fire broke out in London.

11. A word used instead of a noun is called a **Pronoun**; as, John is a good boy; *he* learns *his* lessons.

EXERCISES.

(1.) *Exchange each* noun *for a suitable* pronoun *in the following sentences:—*

John plays. Mary sings. The girl learns. The boy speaks. The men work. The women dance. Where is Charles? Andrew brought the pears. Are the apples ripe? Go to Jane. Run to William. Eliza is here. The work is done. This is Jane's, and that is Robert's. Write to John. The stars twinkle. Do not harm the birds. Do not strike the dog. Ask Peter. James knows. The master spoke to the woman. Why did the farmer strike the horse? Tell the woman to wait. The woman has gone away. Bid the servant come here. Is this the boy's or the girl's? Are the trees high? The travellers admired the trees. Look at Agnes. What is Agnes doing?

(2.) *Point out the* pronouns *in the following sentences, and name the* noun *for which each pronoun is used:—*

Mary sat down beside her brother, and he explained her lesson to her. William is a good boy; he has prepared his lesson. Has David written his exercise? Anne brought home her copy, which

was well written. The house has two windows; they are large. Look at this tree; its branches are loaded with fruit, which seems to be ripe. The master asked James if this was his slate, and he said it was not his. The girl said she had seen the soldier, and her mother asked her where she had seen him. I saw two asses on the road; they carried panniers, which were full of potatoes. The gentleman gave me a book, and he told me to read it carefully.

12. **The**, called the **Definite Article**, points out some *particular individual* of a class; as, *the* man.

A or **An**, called the **Indefinite Article**, points out *any one* of a class; as, *a* man, *an* orange.

Obs. 1. **A** is used before a *consonant*, before *h sounded*, and before *y* and *w*; as, *a* boy, *a* hamlet, *a* youth, *a* wall.

An is used before a *vowel*, and before *silent h*; as, *an* oar, *an* hour.

Obs. 2. Before words beginning with the *name-sound of u* (as European, ewe, use, &c.) **a** must be used; and before *h sounded* in words accented on the second syllable, the best writers prefer **an**; as, *an* historical romance.

EXERCISE.

Prefix the Indefinite Article *to each of the following:—*

Bird, orange, dog, cat, ounce, wonder, church, hour, horse, ewe, lamb, honest man, happy home, yard, heir, apple, well, tree, word, evening, army, harmony, harmonious meeting, union, yellow rose, useful book, unit, history, historian, horizon, honourable career, yell, house, European, only child, universe, universal sorrow, habit, habitual temper, attempt, year, eulogy, awful storm, ugly building, tree, high tree, world, amusing story, American invention, hero, heroic action, important event, open door, dark night, horrible calamity, unanimous resolution, harmonium, hospitable friend.

13. A word used with a noun to limit its application is called an **Adjective**; as, *Wise* men: *three* boys: *this* pen.

Obs. 1. Adjectives express—

(1.) *Kind* or *quality;* as, *brave* men. (*What kind* of men?)

(2.) *Number* or *quantity;* as, *five* miles: *some* wheat. (*How many* miles? *How much* wheat?)

(3.) *Distinction;* as, *this* garden; *that* hat. (*Which* garden? *Which* hat?)

Obs. 2. The Indefinite Article is sometimes included among adjectives of *number*, and the Definite Article among adjectives of *distinction*. The latter is then called the "distinguishing adjective."

Exercise.

Point out the **Adjectives** *in the following sentences:—*

A wise man prefers a good name to great riches. That house is large. This old castle is built on a firm foundation. Some men are fortunate. My friend lived a blameless life. The sea, the blue lone sea hath one. The stars were bright. To every man upon this earth death cometh soon or late. This circle is five feet in diameter. The large black cat killed the pretty canary. Every upright man deserves universal respect. The lofty peaks of the distant hills were tinged with the glorious light of the rising sun. The gentle breeze fanned his withered cheek. Both answers are wrong. The foaming waves lashed the rugged coasts of the little island. Most men love praise. The smith is a strong man, with large and sinewy hands. There, in the twilight cold and gray, lifeless but beautiful he lay. My book is lying on the round table in your room. This matter is important.

Through the churchyard, old and gray,
Over the crisp and yellow leaves,
I held my rustling way.

Revisal Exercise.

Point out the **Nouns, Pronouns, Articles,** *and* **Adjectives** *in the following sentences—*

The famous battle of Waterloo was fought on the 18th day of June, 1815. The French army was defeated, Napoleon fled, and the victorious Allies marched to Paris. This man is not rich; he lost much money some years ago. Show me these two books, if you please. Rich and rare were the gems she wore, and a snow-white wand in her hand she bore. Cold water is useful. An honest man's the noblest work of God. O Heaven! he cried, my bleeding country save. Did they desire you to give her that information? I did not ask their opinion. Give him his wages and let him go. Diligent scholars make rapid progress. This picture has been in possession of the same family for several generations. The withered pasture becomes green after a copious summer shower. Is this slate yours? No, it is John's. A wise son maketh a glad father. You deserve much praise for your work; it has been carefully done. Our friends came last night; they leave to-day.

Land of my sires! what mortal hand
Can e'er untie the filial band
That knits me to thy rugged strand?

14. A word used to make an assertion about a person, animal, place, or thing, is called a **Verb**; as, John *speaks*. Fishes *swim*. The church *was crowded*. The string *will break*.

Obs. 1. The noun or pronoun about which an assertion is made is called the **Subject**. The verb tells what the subject *does*, or what *is done to it*, or in what state it *exists;* as, The dog *barks*. He *was reproved*. Mary *sleeps*.

Exercise.

Point out the **Verb** *and* **Subject** *in each of the following sentences:—*

The sun shines. Birds fly. We heard a lark. The clock struck one. They wrote a letter. The man had sold his horse. My father was sitting in the garden. He was struck with a stone. The servant ran for the doctor. Pupils should learn their lessons. Has the clerk written the letter? The cup was broken to pieces. He would have been drowned. Can you speak French? The rain had softened the soil. Come here, James. Long live the Queen! They will now take care. The dog has bitten my leg. You may go. Have you spent all your money? Speak distinctly. This exercise is well written. The stars are bright. Stand still. I must return soon. Mary's frock is torn. Did you see the bear? May I go out? Learn your lesson well. Injure nobody. The scholars will have a holiday. Do not stay long. Sheep are useful animals. Our time should be well employed.

Obs. 2. Every asserting word is a *verb;* but it is not every form of a verb that can be used to make an assertion. Thus, "*to love, loving, loved—to speak, speaking, spoken*" are verbs, though they cannot be used, in these forms, to assert something of a subject.

Exercise.

Point out all the **Verbs** *in the following sentences—*

England expects every man to do his duty. To err is human. They told me to send off the parcel. We left them standing on the road. Saying this he left the room. Will you help me to catch the pony? Did your father reprove you for staying so late? Driven by the storm we took refuge in the harbour. When do you intend to return? The boy, having disobeyed the teacher, was dismissed from school. Then shook the hills with thunder riven. Then rushed the steed to battle driven. It is your duty to obey your parents. I saw him walking in the garden. After discharging their muskets, the soldiers rushed upon the foe. You deserve credit for writing this exercise. To steal is a crime. On receiving his letter, I resolved to visit him. Having mislaid his book, he could not repeat his lesson.

Oh, what a tangled web we weave,
When first we practise to deceive!

15. A word used to modify the meaning of a Verb or Adjective is called an **Adverb**; as, He reads *well.* He wrote a *very* interesting letter.

Obs. 1. An adverb may also modify another adverb; as, You run *rather* fast.

Obs. 2. An adverb modifying a *verb* tells *when*, *where*, or *how* the action of the verb is done; as, He died *lately.* She lives *here.* The fox runs *fast.*

Obs. 3. An adverb modifying an *adjective* or *adverb* expresses *degree;* as, It is *exceedingly* cold. He spoke *so* kindly.

EXERCISE.

Point out the **Adverbs**, *and tell what word each qualifies.*

The enemy was utterly routed. He speaks so fast that I can scarcely understand him. That ship will soon reach its destination. Suddenly he became so ill that I sent for the doctor immediately. The letter is very well composed. You should be more careful. His shoes are thoroughly dry. He visits us annually. Who so base as be a slave? They never spoke thus before. The boy is much better now. How softly falls the snow! Come quickly. Stand here. The night was very cold. His horse ran away. Speak gently; it is better far to rule by love than fear. He can do it easily. I was once there. She looked at me earnestly, and then began to smile. Have you ever seen so large an animal? The man was nearly killed. How soon have the leaves fallen! It is already winter. He is a most cautious man. I told you that before. The rain was falling heavily. The tree lay where it fell. Tell me when you are quite ready. He knows well enough how he ought to act. We have very seldom met him there. We hardly know why he left so suddenly. Do your work smartly and well. His fingers still clasped the broken sword. Slowly and sadly we laid him down. He plunged headlong into the stream, and swam safely across. Here our journey ends.

16. A word placed before a noun or a pronoun to show its relation to some other word in the sentence is called a **Preposition**; as, The farmer sows corn *in* his fields. Come *with* me.

Obs. 1. "In his fields," "with me," are called *preposition-phrases.* With any noun or pronoun we may construct a great variety of such phrases; as, "*Over* the fields"—"*through* the fields"—"*across* the fields"—"*between* the fields," &c.

Exercises.

(1.) *Construct phrases with the following prepositions, first using a noun, and then substituting a pronoun for the noun:—*

About, above, across, after, against, along, amid, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, for, from, in, into, of, on, over, till, through, to, towards, under, up, upon, with, within, without.

(2.) *Construct preposition-phrases with the following nouns and pronouns:—*

Trees, hill, stream, them, house, him, her, window, floor, wall, garden, wood, it, hedge, bushes, me, harbour, street, brother, sister, school, himself, room, pictures, herself, boys, army, mountain, themselves.

(3.) *Name the* prepositions *in the following sentences:—*

Come away from the window. The hare ran across the field. It jumped over the wall, and disappeared in the wood. Our house is near the river. We found a whip upon the road. A man on horseback had just passed. It may belong to him. The ball was thrown against the wall. It rolled along the walk. After a long search, we found it among the shrubs beside the river. Look at this picture. Hang it on the wall behind the door. We sailed down the river, and returned by the road. Light travels from the sun to the earth in a few minutes. We cannot live without air. Rivers flow into the ocean. This is beyond my power. On the other side of the river there were clumps of trees, with patches of green sward between them. Are you going from home during the summer? Yes; we shall reside in Rome till the end of August.

Obs. 2. Many of the words classed as prepositions may be used adverbially. Call them adverbs when, instead of forming a phrase with a noun or pronoun, they qualify verbs, adjectives, or adverbs; thus, He runs *about* the room (*prep.*) He runs *about* (*adv.*)

Exercise.

Tell whether the words in italics are prepositions *or* adverbs—

Come *down*. They were running *down* the lane. The party set *off without* a moment's hesitation. The Dutch were defeated *off* Portland *in* 1653. Run *in* as fast as you can. The boy climbed *up* the tree. Stand *up*. We drove *about* ten miles *through* a very interesting country. The turkey flew *over* the hedge; but how did the dog get *through?* I know nothing *about* the matter. He plunged *into* the stream, and swam safely *across*. Did he tell you this *before?* He warned me *before* the accident. There is no one *within*. Have you seen him *since?* I have not

spoken to him *since* Thursday. The ship lay *to off* the mouth *of* the river. Be *off*, sir. Come *along*. Run *along* the street. Come *over* and help us.

17. A word that connects words, phrases, or clauses is called a **Conjunction**; as, The man *and* the woman became rich by industry *and* economy. You are happy *because* you are contented.

18. A word that expresses some sudden emotion is called an **Interjection**; as, *Lo!* there he is.

EXERCISES.

(1.) *Name the* conjunctions *and* interjections *in the following sentences:—*

The rose and violet are flowers. The rose is red, but the violet is blue. England and Scotland form one island. John will come if you will remain. He will not come, because you will not remain. I know that he is a good scholar, but, alas! his disposition is far from good. Jane or Mary will go with you. Hark! was that a whisper or the sighing of the wind? It was neither the one nor the other. Away! your threats are vain, for I know how powerless you are. Oh that we were wise, and that we understood this! Either be quiet or leave the room. John is taller than James. Think before you speak. I was busy when he arrived. The tree lay where it fell. Though I am poor, yet I am contented. The story was, alas! too true. Hush! what is that?

(2.) *Tell whether the words in italics are* adverbs, prepositions, *or* conjunctions—

I cannot leave *before* next Monday. Come to me *before* you leave. Have you ever been in France *before?* Think *before* you speak. We have waited here *since morning*. Have you been there *since?* We have not seen him *since* he left. There is *but* one apple, *but* you may take it. None *but* the brave deserves the fair. Run *for* the doctor, *for* your sister is ill. Do not leave *yet*. It is early, *yet* I must go home. He was *then* residing in Edinburgh. The party visited the cathedral, *then* they went to the museum. There were *only* five eggs in the nest. You may go out, *only* do not stay too late. Stand *still*. He is rich; *still* he is not happy. Shall I stand *before* the door? Stand where you were *before*. Look *before* you leap.

19. The nine classes into which words are divided—**Noun, Pronoun, Article, Adjective, Verb, Adverb, Preposition, Conjunction,** and **Interjection**—are called the **nine parts of speech.**

Exercise.

Name the parts of speech in the following sentences—

Bruce, with a few friends, spent the winter of 1306 on the island of Rathlin, near the coast of Ulster. He returned to Scotland in the following spring, and landed in Ayrshire; but, finding English soldiers everywhere, he was obliged for a time to wander about in disguise.

One evening an old woman sat spinning by the kitchen fire in her little cottage. The room was adorned with implements of war and hunting. Against the wall hung a pair of huge horns, once reared on the forehead of a lordly stag, from the antlers of which were suspended one or two heavy battle-axes. The table in the middle of the floor was neatly spread for supper, and some oatmeal cakes were baking before the fire.

The good woman was thinking of her king, who was wandering among the woods without a shelter for his weary limbs. "Alas!" thought she, "to-night I dwell here in peace, while he, who should wear the crown, is hunted like a wild beast with horn and hound."

A loud knock at the door broke in upon her musings. She rose, trembling with fear, to unbar the entrance, and beheld a man closely muffled in a cloak. It was King Robert himself. Fancy what a warm welcome awaited him from this brave and loyal dame!

Parts of Speech—Subdivisions.

THE NOUN.

20. A **Noun** is the name of a person, animal, place, or thing.

21. There are **four** classes of nouns—**Proper, Common, Collective,** and **Abstract.**

22. A **Proper Noun** is the name of some particular person, place, or thing; as, William, Dundee, Saturn.

23. A **Common Noun** is a name common to all individuals of the same class; as, Man, town, planet.

Obs. 1. *Man* is a name common to William, George, Robert, Peter, and a great many other individuals; *town* is common to Dundee, Edinburgh, London, Rome, &c.; *planet* is common to Saturn, Mars, Jupiter, &c.

Obs. 2. Proper names, when written or printed, begin with a capital letter.

24. A **Collective Noun** is the name of a number of individual objects united together and spoken of as one whole; as, Army, crowd, nation.

EXERCISE.

Name the nouns, *and tell whether they are* **Proper, Common,** *or* **Collective**—

Napoleon's army was defeated by Wellington at Waterloo in June of the year 1815. The farmer and his son James were driving a herd of oxen to the market at Falkirk. My brother David and I had a boat on the River Tay. The stranger could scarcely penetrate the crowd which had collected on the quay. A flock of sheep was grazing in the meadow. The Committee met in London. Did your friend, Mr. Smith, address the meeting in Dublin? The merchants of Glasgow are a wealthy class of men. Ben Nevis, a high mountain in Scotland, is often covered with snow in the month of November. From March 1629 to April 1640, Charles ruled England without a parliament. The Queen of England is also Empress of India. The regiment was then stationed in Chester. The captain set out with a troop of cavalry, and surprised the enemy in a narrow pass between the lake and the mountain. John cut his finger with the knife which his uncle David gave him. The temple at Jerusalem was built by Solomon. This poor man has a large family.

25. An **Abstract Noun** is the name of a *quality*, *state*, or *action* considered apart from the object to which it belongs; as, Whiteness, wisdom, flight.

Examples.—Colour, goodness, temperance, youth, virtue, strength, purity, patience, honesty, truth,—Health, sleep, poverty, life, death, sickness, warmth,—Work, march, flight, retreat, arrival, service, choice, occupation, hunting, to hunt (*and all participles and infinitives used as nouns*).

Obs. 1. Many Abstract nouns are derived from **adjectives** (as *length*, *brightness*, *prudence*, from *long*, *bright*, *prudent*); and many from **verbs** (as, *occupation*, *possession*, *proof*, from *occupy*, *possess*, *prove*).

Obs. 2. Such nouns, when used with "a," or in the plural, are not *abstract*, but *common* nouns. Thus *colour* is abstract; but *a colour* and *colours* are common nouns.

EXERCISES.

(1.) *Form* **Abstract nouns** *from*—Kind, secure, rapid, dark, true,

wide, stupid, just, broad, strong, violent, high, bold, foolish, free, brave, wise—Please, believe, prove, serve, try, choose, separate, contradict, resolve, confer, read, strive, form, thrive.

(2.) *Name the* nouns *and tell whether they are* Proper, Common, Collective, *or* Abstract—

In 1667 a Dutch fleet sailed up the Thames, and for the first time in the history of Britain the roar of foreign guns was heard by the citizens of London. The conference at Hampton Court resulted in the present translation of the Bible. Sobriety and diligence are essential to success in life. This mock parliament, after a short deliberation, resolved to impeach King Charles. He was accused of treason against the liberty of the English people, and of making war against the nation; and, after a trial of seven days, he was condemned to death. He was executed in front of Whitehall Palace on the 30th of January, 1649. Where ignorance is bliss, 'tis folly to be wise.

On the earl's cheek the flush of rage
O'ercame the ashen hue of age. . . .
Lord Marmion turned—well was his need!
And dashed the rowels in his steed;
Like arrow through the archway sprung;
The ponderous gate behind him rung;
To pass there was such scanty room,
The bar descending razed his plume.

THE PRONOUN.

26. A **Pronoun** is a word used instead of a noun.

27. There are **Six** classes of Pronouns—**1. Personal; 2. Relative; 3. Interrogative; 4. Demonstrative; 5. Distributive;** and **6. Indefinite.**

Personal Pronouns.

28. The **Personal Pronouns** represent an object as *a speaker, a hearer,* or *a subject of discourse.*

Obs. 1. There are three persons—

(1.) The *first person,* denoting the person who *speaks;* as, I, my, mine, me—we, our, ours, us.

(2.) The *second person,* denoting the person who *is spoken to;* as, thou, thy, thine, thee—ye, your, yours, you.

(3.) The *third person,* denoting the person or thing *spoken about,* as, he, his, him—she, hers, her—it, its—they, their, theirs, them.

Obs. 2. *Myself, thyself, himself, themselves*, &c., are called **Compound Personal Pronouns**, and are used when a person is represented as doing something to himself, or to add emphasis to a sentence; as, Saul killed *himself*. They *themselves* are not free from blame.

EXERCISE.

Point out the personal pronouns—

When Cousin John was here, he and I often went to fish, and we caught many fine trouts. James sometimes accompanied us; and one day we took little Mary; but she became tired, and we had to take her home. This rod is mine, and you must not use it. Where is yours? I lost mine, and he lent me his. Take care of yourself, George. The stones are loose, and they may fall on you. These slates are ours; the boys have mislaid theirs. Let them seek them at once; and in the meantime lend me yours. The boy cut himself with a knife. Bid Anne go herself; she knows best which books are hers. Take the hammer to the gardener, and tell him to bring it back to me to-morrow. I cannot blame myself in this matter. The girls themselves are to blame. Thou shalt not steal. He told us a story. Oh, could I fly, I 'd fly with thee. O night, and storm, and darkness, ye are wondrous strong.

Relative Pronouns.

29. A **Relative Pronoun** refers to some noun or pronoun already named in the sentence. The word to which it refers is called the **Antecedent**; as, The *man who* was here left yesterday.

30. The Relative Pronouns are *who, whose, whom, which, what, that, as* (when it is used after *same* or *such*), and *but* (when it means *who . . . not*, or *which . . . not*).

Obs. *Whoso, whoever, whosoever, whichever, whichsoever, what, whatever*, and *whatsoever* are called **Compound Relative Pronouns.**

Interrogative Pronouns.

31. The **Interrogative Pronouns**—*who, whose, whom, which, what*—are used in asking questions; as, *Who* are you?

EXERCISE.

Point out the **Relatives** *and their* **Antecedents**, *and also the* **Interrogative Pronouns**—

The book which you gave me is lost. Who lost it? The servants who did well were rewarded. What did they receive? The man whom you see is blind. Here are two apples which I found on the road. Which will you have? The house that was burned down has been rebuilt. Whose are these flowers? Whoever thinks so is mistaken. We visited the woman who lives in the old cottage. Whom did you see? The scholar whose exercise is most neatly written will be rewarded. The person of whom you speak went away yesterday. His conduct is such as becomes an innocent man. Let the reward be given to her who shall deserve it. What is not foreseen cannot be averted. Whatever gives pain to others must be avoided. The house which you saw has been purchased. Send me the knife that you bought yesterday. From whom did you buy it? Uneasy lies the head that wears a crown. Buy only such books as you require. What have you got to say? That is the same horse as I saw last week. To whom did you give my pen? Whosoever will may enter. There is not a schoolboy in Scotland but has heard of Wallace. There is no fireside, howsoe'er defended, but has one vacant chair.

Demonstrative Pronouns.

32. The **Demonstrative Pronouns**—*this, that, these, those*—point out precisely the person or thing to which they refer.

Obs. *The former, the latter*, are sometimes included in this class.

Distributive Pronouns.

33. The **Distributive Pronouns**—*each* (or *each one*), *every* (or *every one*), *either, neither*—refer to persons or things separately.

Obs. *Each other* and *one another* are called *Reciprocal* Pronouns.

Indefinite Pronouns.

34. The **Indefinite Pronouns** express in a general and indefinite manner the persons or things to which they refer.

They are—*One, none, any, some, few, many, all, such, both, several, certain, other, another.*

Exercise.

Name the **pronouns**, *and refer each to its proper class*—

Whose are the slates which are on the table? This is mine, and that is yours. Neither of them belongs to me. One cannot tell what may happen. These are the best trees in the garden. Children, love each other. Either of the two houses is large enough for me. Take these, but leave those. Virtue and vice are opposites; the former ennobles the mind, the latter debases it. Be kind to one another. Both are wrong. Some are sold, others are lost, and several have been given away. That is the country which I intend to visit. Many were invited, but few came. None is so happy as the contented man. Every one must bear his own burden. All are invited, but any may stay away that please. Each gave what he could. Love all, trust a few, do wrong to none. Will you take this or that? I will take both.

Then none was for a party,
And all were for the state.

THE ADJECTIVE.

35. An **Adjective** is a word added to a noun to limit its application.

Adjectives are of **three** kinds, viz. :—

(1.) Adjectives of **Quality**; as, a *prudent* man.
(2.) Adjectives of **Quantity**; as, *Twenty* sheep; *some* apples.
(3.) Adjectives of **Distinction**; as, *This* man; *yonder* hill.

36. Many pronouns are used adjectively, and are then called **Pronominal Adjectives**. They are thus classified—

(1.) **Possessive**; as, *My* * book; *my own* book.
(2.) **Interrogative**; as, *Which* book? *what* man?
(3.) **Demonstrative**; as, *This* country; *that* monarch; *yon* castle wall.
(4.) **Distributive**; as, *Each* day; *every* person.
(5.) **Indefinite**; as, *Any* person; *few* people.

Obs. 1. Pronominal Adjectives are either adjectives of *quantity* or adjectives of *distinction*; as, *Some* apples; *my* house.

Obs. 2. Pronouns stand *alone*, representing nouns; pronominal adjectives are used *along with nouns*; thus, *This* (*pron.*) is *his* (*pron.*) *This* (*adj.*) book is *his* (*adj.*) property.

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* Or *my* may be regarded as a personal pronoun in the possessive case; and *own* as an adjective.

Exercise.

Point out and classify the adjectives.

The rose is a beautiful flower, and has a sweet smell. A strange story is told about that old house. He gave a true account of the unfortunate accident. Coals are dear, but bread is cheap. Much rain has fallen this winter. There are seven days in a week. Every man has two educations; the one is given to him, the other he gives to himself. A generous man finds many friends. Which house do you prefer? This is too small. A furious storm burst over the fated ship. A thousand men were slain in that battle. Your sister is clever; she has the first place in her class. These nations formed an offensive alliance against the French monarch. This is my own, my native land. Your youngest brother has become very tall. Some apples are sweeter than pears. The faithful servant received a handsome reward. A broad and rapid river flows through this pleasant valley. Its banks are covered with tall trees. It was your own fault. The black cat killed one of the young turkeys. Our hottest days are in July. What books have you read? Some metals are remarkable for their hardness. The English soldiers fought with great bravery. A small leak may sink a large ship.

The way was long, the wind was cold,
The minstrel was infirm and old;
His withered cheek and tresses gray
Seemed to have known a better day;
The harp, his sole remaining joy,
Was carried by an orphan boy.

THE VERB.

37. A **Verb** is a word that asserts something about a subject.

38. There are **two** classes of verbs—**Transitive** and **Intransitive Verbs.**

39. A **Transitive Verb** expresses an action that affects an object; as, John *struck* the dog.

Here **John** is the *subject;* **struck**, the *action;* and **the dog** the *object.*

Obs. Every transitive verb has two forms or **voices**, the **active** and the **passive**.

A transitive verb is in the **active voice** when the subject is represented as *acting;* as, John *struck* the dog. It is in the **passive voice** when the subject is represented as *acted upon;* as, The dog *was struck* by John.

40. An **Intransitive Verb** expresses an action confined to the actor; as, Jane *sleeps;* we *run.*

Obs. Intransitive verbs have therefore no object, and no passive voice.

EXERCISES.

(1.) *Point out the* verbs, *and tell whether they are* transitive *or* intransitive :—

The dog chased the hare. He has forsaken his friends. Fire burns. The bird flew over the wall. You should buy some wool. The shepherd shears the sheep. I shall feed the lambs. The sun's rays will melt the snow. Will you write me a letter? Good children obey their parents. The child fell into the river. Must he go with me? Love your enemies. Have you finished your task? Fishes swim in the water. My friend lives in Italy. Has John dug the garden? John cannot dig; but he can plough. The farmer ploughed the field, and sowed wheat in it. The children ran about the room. John bought a large house. Have you received my note? Have you read it? Cut down these trees. The gardener will cut them down. Our friends came last night. They will leave to-morrow. Send them to me. I must see you soon.

(2.) *Tell whether the* transitive verbs *in the following sentences are in the* active *or the* passive voice :—

My task is finished. The farmer is sowing the seed. Did she take your apple? Does your sister learn her lessons? We have been feeding the poultry. The man was bitten by the dog. Ann is milking the cow. Has he forsaken his friends? He has been forsaken by his friends. The driver was shaking the whip over her head. What dress will you wear at the ball? He was discovered in the wood. They brought him home. A large house has been bought by my brother. The miller should be grinding corn. Have you bound the sheaves? They were bound by the reapers. Do they know your name? The enemy has been driven across the border.

THE ADVERB.

41. An **Adverb** is a word used to modify the meaning of a verb, an adjective, or another adverb; as, He speaks distinctly. This is a *very* large house. He writes *exceedingly* well.

Obs. Such phrases as *at last, at length, at first, at present, now and then,* &c., are adverbial locutions, and should be parsed as adverbs.

42. Adverbs are classified according to the notion conveyed by them.

There are adverbs of

Time; as, *now, then, lately, once, soon, seldom*, &c.

Place; as, *here, there, where, whence, apart, together, above*, &c.

Manner; as, *wisely, well, softly, prudently*, &c.

Degree; as, *much, little, only, so, rather, very, enough*, &c.

Cause and effect; as, *why, wherefore, therefore.*

Certainty and uncertainty; as, *truly, certainly, perhaps, not*, &c.

Obs. An adverb of manner may be formed by adding *ly* to an adjective of quality; as, wise, *wisely;* rapid, *rapidly.*

Exercise.

Point out and classify the adverbs *in the following sentences:—*

The cuckoo arrives here early in spring. This boy is very clever, but he is too ambitious. We are now nearly done. There went up a mist from the earth. Why did you speak so harshly? These boys are very seldom seen together. This is certainly very strange. The hills shone faintly in the setting sun. Where have you learned to dance so well? She reads better than her sister. John goes to school quite cheerfully. A thousand hearts beat happily. The herd winds slowly o'er the lea. The army was totally defeated. The enemy fought bravely, but they were soon forced to yield. He was only once corrected at school. Speak slowly. My brother ran faster than you. He is perhaps much older. No, I really think he is scarcely so old. Can you say the rule correctly? Write as neatly as you can. Never speak rudely to any one. Hence arose the quarrel. We should always prefer duty to pleasure. This house is pleasantly situated, and is finely shaded with trees. You are rather late; you must be here earlier on Wednesday.

THE PREPOSITION.

43. A **Preposition** is a word used with a noun or a pronoun to show its relation to something else; as, Rivers run *to* the ocean.

44. The following is a list of the principal prepositions:—

About	Before	Except	Throughout
Above	Behind	For	Till
Across	Below	From	To
After	Beneath	In	Towards
Against	Beside	Into	Under
Along	Besides	Of	Underneath
Amid	Between	Off	Until
Amidst	Betwixt	On	Unto
Among	Beyond	Over	Up
Amongst	But (=*except*)	Round	Upon
Around	By	Save	With
At	Down	Since	Within
Athwart	During	Through	Without

Obs. The phrases, *according to, out of, instead of, along with, as far as, as to, as for, as regards, apart from, far from;* and the participial forms *concerning, excepting, notwithstanding, regarding, saving, touching,* may be regarded as prepositions.

Exercise.

Point out the prepositions *in the following sentences:—*

I stood on the bridge at midnight. Above me were the silent stars; below me rolled the mighty river. The children ran round the house, across the lawn, and then along the bank of the stream. We found the ball among the grass near the hedge. The man leaped over the wall, ran after the dog through the meadow, and struck the poor animal with a whip. The picture hangs against the wall behind the door. I have not been in town since last Saturday. Divide this apple between John and Mary. Run into the barn, and bring me the rake that is hanging on a nail behind the door. We waited till night. The largest trout was caught by my brother. As for Peter, he can do nothing correctly. She accompanied us as far as the plantation beside the mill. I must believe him guilty, notwithstanding your statement. According to his account, the man was riding behind the carriage. You must remain within doors until evening. Our house looks towards the south. He will ask concerning the matter. The boy tumbled down the bank into the stream. He gave me this book along with several others. The needle points to the Pole.

THE CONJUNCTION.

45. A **Conjunction** is a word that connects words, phrases, clauses, or sentences; as, Day *and* night. In

summer *or* in winter. He says *that* you are idle. He is proud; *but* you are humble.

46. Conjunctions are of two kinds—**Co-ordinating** and **Subordinating.**

47. **Co-ordinating Conjunctions** connect members of a sentence that are independent of each other. These are of four classes :—

(1.) **Copulative Conjunctions.** These simply *couple* two statements together. They are,

And,	As well as,	Well,
Also,	Not only . . but,	Further,
Likewise,	Both . . and,	Secondly,
Besides,	Too,	Thirdly, &c.
Moreover,	Now,	

(2.) **Alternative Conjunctions.** These imply that a *choice* is offered or denied between two statements. They are,

Either . . or	Or	Else
Neither . . nor	Or else	Otherwise

(3.) **Adversative Conjunctions.** These place two clauses in *opposition* to each other. They are,

But,	But then,	Nevertheless
Yet,	Only,	Now . . then
Still,	However,	

(4.) **Illative and Causative Conjunctions.** These imply consequence or cause. They are,

Then,	So,
Therefore,	Consequently
Wherefore,	Accordingly,
Hence,	Thus,
Whence,	So that,
For,	So then,

48. **Subordinating Conjunctions** introduce a clause that is dependent on another. There are six classes :—

(1.) Conjunctions of **Manner** or **Degree**; as, *as, as if, as though, so as, as that, than, so far as*, &c.
(2.) Conjunctions of **Consequence**; as, *that, so that.*
(3.) Conjunctions of **Reason** or **Cause**; as, *because, since, as, inasmuch as, whereas*, &c.
(4.) Conjunctions of **Purpose**; as, *in order that, that, so . . as, as . . as, lest.*

(5.) Conjunctions of **Condition**; as, *if, unless, except, provided that.*
(6.) Conjunctions of **Concession**; as, *though, although, however, even if, even though, notwithstanding.*

Obs. Words introducing clauses of *time* or *place* are partly adverbs and partly conjunctions, and may be called **Adverbial Conjunctions** or **Conjunctive Adverbs.** They are,

Before, after, since, as, till, until, ere, when, while, whence, whenever, why, how, where, wherever, whether, whereby, wherein, whereof, &c.

THE INTERJECTION.

49. The Interjections in most common use are—

Adieu! Ah! Aha! Ahoy! Alas! Alack! Avant! Away! Begone! Bravo! Fie! Ha! Halloo! Hark! Hist! Ho! Hurrah! Huzza! Hush! Lo! O! Oh! Pooh! Pshaw! Tush! Tut! Dear me! Oh dear! Hear, hear! Heigh-ho! Welcome!

Exercise.

Point out and classify the conjunctions *in the following sentences:—*

My brother and I carried the basket to town. He became rich by industry and economy. Either Thomas or John must go. Thomas will go, but John will remain. John will go, if Thomas will stay. I know that he is a good scholar. Will you have an apple or an orange? Before you begin, I will explain that to you. I have not seen your brother since he returned. Though I am poor yet I am contented. He neither reads nor writes so well as he ought. Precept is not so forcible as example. Mary is taller than Jane. He was a bad man, therefore he was not respected. The crop is heavy, because the land is good. Man proposes, but God disposes. Attend to your business, else you will be ruined. The stars shine as well as the sun. John sings, Jane sings also. She is not only handsome but good. You may go, only do not stay late. He is good, hence I love him. He could not see me, for I was not there. You may come with me, if your father will permit you. The boy conducted himself properly; he was, moreover, very attentive. Rain fell heavily when we reached the lake, so we did not remain. You might not have succeeded; still you might have tried. We cannot always command success, but we can deserve it.

Parts of Speech—Inflection.

50. Some of the parts of speech undergo inflection,

i.e., they are changed in form to express various relations and meanings.

INFLECTION OF NOUNS.

51. **Nouns** are inflected to indicate **Gender, Number,** and **Case.**

Gender.

52. Gender is the distinction of Sex.

53. There are *two* Genders, the **masculine** and the **feminine.**

Animals of the **male sex are masculine**; as, *man, horse, bull;* animals of the **female sex are feminine**; as, *woman, mare, cow.*

Things destitute of animal life have no sex, and have therefore no gender. These are said to be **neuter**, *i.e.*, *neither* masculine *nor* feminine.

54. In English the gender of nouns is distinguished in three ways :—

First:—By different words.

Mas.	*Fem.*	*Mas.*	*Fem.*	*Mas.*	*Fem.*
Bachelor	maid	Father	mother	Milter	spawner
Beau	belle	Gander	goose	Monk	nun
Boar	sow	Gentleman	lady	Nephew	niece
Boy	girl	Governor	matron	Papa	mama
Bridegroom	bride	Hart	roe	Ram	ewe
Brother	sister	Horse	mare	Sir	madam
Buck	doe	Hound	brach	Sire	dam
Bull	cow	Husband	wife	Sloven	slut
Bullock	heifer	King	queen	Son	daughter
Cock	hen	Lad	lass	Stag	hind
Colt	filly	Lord	lady	Steer	heifer
Dog	bitch	Mallard	wild duck	Tutor	governess
Drake	duck	Man	woman	Uncle	aunt
Earl	countess	Master	mistress	Wizard	witch
Fox	vixen.	Male	female	Widower	widow

Second:—By a *prefix* indicating sex.

Mas.	*Fem.*	*Mas.*	*Fem.*
Man-servant	maid-servant	He-goat	she-goat
Cock-sparrow	hen-sparrow	He-ass	she-ass
Male-child	female-child	Buck-rabbit	doe-rabbit
Bull-calf	cow-calf	Tom-cat	tabby-cat

Third:—By a *termination* indicating sex.

(1.)—*ess.*

Mas.	*Fem.*	*Mas.*	*Fem.*
Abbot	abbess	Inventor	inventress
Actor	actress	Jew	Jewess
Ambassador	ambassadress	Lion	lioness
Arbiter	arbitress	Marquis	marchioness
Author	authoress	Master	mistress
Baron	baroness	Mayor	mayoress
Benefactor	benefactress	Murderer	murderess
Chanter	chantress	Negro	negress
Conductor	conductress	Patron	patroness
Count	countess	Peer	peeress
Dauphin	dauphiness	Poet	poetess
Deacon	deaconess	Priest	priestess
Duke	duchess	Prince	princess
Elector	electress	Prophet	prophetess
Emperor	empress	Protector	protectress
Enchanter	enchantress	Shepherd	shepherdess
Founder	foundress	Songster	songstress
Giant	giantess	Sorcerer	sorceress
God	goddess	Tiger	tigress
Heir	heiress	Traitor	traitress
Hunter	huntress	Viscount	viscountess
Host	hostess	Votary	votaress
Instructor	instructress		

(2.)—*ix, ine, na.*

Mas.	*Fem.*	*Mas.*	*Fem.*
Administrator	administratrix	Director	directrix
Executor	executrix	Heritor	heritrix
Testator	testatrix	Hero	heroine
Landgrave	landgravine	Margrave	margravine
Czar	Czarina	Sultan	Sultana
Fox	vixen	Don	donna

Remarks on Gender.

(1.) Nouns that may be applied to either sex are said to be of **Common** gender, *i.e.*, either masculine or feminine; as, *parent, neighbour, servant, scholar, friend.*

(2.) **Collective** nouns, when they convey unity of idea, are **neuter**; as, The *crowd* was so great that *it* filled the whole street. But when they convey plurality of idea, they are of the same gender as the individuals indicated by the noun.

(3.) An inanimate object is sometimes spoken of as if it were a person. It is then said to be *personified*. Thus, we say of the sun, "*he* is rising"; of the moon, "*she* is setting"; of a ship, "*she* sails well."

Exercises.

(1.) *Tell the* gender *of*—Man, mother, woman, book, George, king, day, son, sun, boy, girl, scholar, duck, wife, companion, witness, lady, ship, shepherd, daughter, writer, uncle, neighbour, vixen, widow, prince, niece, tree, husband, child, aunt, bride, mountain, actor, hen, goose, drake, bird, actress, Mary, shepherdess, cousin, spoon, empress, table, heroine, fox, peacock, roe, filly, loaf, matron, ram.

(2.) *Tell the* feminine *corresponding to*—Earl, lord, stag, hero, widower, governor, tutor, king, emperor, nephew, monk, uncle, ram, gander, bull, bullock, steer, mallard, sir, drake, fox, wizard, count, czar, testator, priest, negro, hart, buck, duke, host, margrave, sultan, giant, sloven.

(3.) *Tell the* masculine *corresponding to*—Queen, roe, landgravine, heifer, lass, mistress, doe, she-bear, viscountess, vixen, duck, princess, ewe, nun, bride, brach, belle, donna, patroness, executrix, lioness, girl, mare, lady, wild-duck, duck, goose, wife, woman, lady, madam, sister, mama, mother, aunt, niece, witch, matron, governess, slut.

Number.

55. There are **two** numbers: the **Singular** and the **Plural**.

56. The **Singular** denotes one object only; as, *House, tree, pen.* The **Plural** denotes more objects than one; as, *Houses, trees, pens.*

57. The Plural of Nouns is found by adding **s** to the Singular; as, *Book, books; head, heads; tree, trees; day, days.*

Exceptions.

(1.) Singular nouns ending in **s**, **sh**, **ch** (soft), **x**, or **o**, preceded by a consonant, take **es** in the plural; as, *Gas, gases; glass, glasses; brush, brushes; watch, watches; fox, foxes; hero, heroes.*

Junto, canto, grotto, tyro, portico, solo, quarto, and nouns in **o** preceded by a vowel, are regular; as, *Junto, juntos; folio, folios.*

(2.) The following nouns in **f** or **fe** form the plural by changing this termination into **ves**—calf, half, elf, self, shelf, leaf, neaf, sheaf, thief, loaf, wolf, knife, life, wife, wharf, staff; as, *calves, halves, lives, staves.*

Other nouns in **f** or **fe** are regular; as, *Roof, roofs; strife, strifes; dwarf, dwarfs.*

(3.) Nouns in **y** preceded by a consonant or the vowel **u** change the **y** into **ies** for the plural; as, *Lady, ladies; soliloquy, soliloquies.*

Nouns in y preceded by any vowel except u are regular; as, *Boy, boys; valley, valleys.*

(4.) Some nouns have the singular and plural alike; as, *Deer, sheep, swine, brace, grouse, trout, salmon, cannon, dozen, series,* &c.

News, alms, riches, summons, mathematics, optics, &c., are singular nouns; *means, amends,* are either singular or plural; as, The *news is* true. *Optics is* a science.

(5.) The following nouns do not take s in the plural:—
Man, men; woman, women; merchantman, merchantmen, &c.; *child, children; ox, oxen; foot, feet; tooth, teeth; goose, geese; louse, lice; mouse, mice; cow, kine* (or *cows*).

Obs. 1. A few nouns have two plurals, with different meanings:—

Die, dies (*stamps for coining*); dice (*for gaming*).
Penny, pence (*a sum*); pennies (*separate coins*).
Brother, brothers (*blood-relations*); brethren (*members of the same society or profession*).
Index, indexes (*tables of contents*); indices (*signs in algebra*).
Genius, geniuses (*clever people*); genii (*spirits*).

Obs. 2. In compound words the principal noun takes the sign of the plural; as, *Cousin-german, cousins-german; son-in-law, sons-in-law; court-martial, courts-martial; maid-servant, maid-servants.*

Obs. 3. Words adopted from other languages retain their original plurals; as,

Addendum	addenda	Hypothesis	hypotheses
Analysis	analyses	Larva	larvæ
Animalculum	animalcula	Magus	magi
Apex	apices	Medium	media
Apparatus	apparatus	Memorandum	memoranda
Appendix	appendices	Metamorphosis	metamorphoses
Arcānum	arcāna	Momentum	momenta
Axis	axes	Monsieur	messieurs
Bandit	banditti	Nebula	nebulæ
Basis	bases	Phasis	phases
Beau	beaux	Phenomenon	phenomena
Cherub	cherubim	Radius	radii
Crisis	crises	Radix	radices
Criterion	criteria	Seraph	seraphim
Datum	data	Series	series
Dilettante	dilettanti	Species	species
Effluvium	effluvia	Superficies	superficies
Ellipsis	ellipses	Stratum	strata
Errātum	errāta	Tumulus	tumuli
Focus	foci	Vertex	vertices
Formula	formulæ	Virtuoso	virtuosi
Genus	genera	Vortex	vortices

Obs. 4. Some nouns are used only in the plural; as,

Annals	dregs	measles	premises	tongs
Ashes	drawers	molasses	scissors	trousers
Assets	entrails	nuptials	shears	tweezers
Bellows	hustings	oats	snuffers	vespers
Bowels	lees	obsequies	spectacles	vitals
Breeches	matins	odds	thanks	victuals
Compasses	morals	pincers	tidings	wages

Obs. 5. Some nouns have no plural.

(*a.*) **Proper Names**; as, *London, England, Tay.*
(*b.*) **Abstract Nouns**; as, *Piety, wisdom, goodness.*
(*c.*) **Names of Metals**; as, *Gold, silver, brass.*
(*d.*) **Names of Materials**; as, *Wheat, wool, tea;* except when different qualities are meant, when the plural may be used; as, *Teas, sugars, wines.*
(*e.*) **Names** of certain **Arts** and **Sciences**; as, *Poetry, music, logic.*

Exercises.

(1.) *Tell the* number *of*—Tree, fowl, garden, beast, cows, church, geese, chair, hen, feet, hands, head, Peter, wool, cities, king, capital, knives, fork, cups, apple, prince, pence, shillings, florin, guineas, street, cherries, oxen, cousin, brethren, dice, flower, teeth, scholar, mice, shoes, hoop, keys, scissors, stratum, sheep, goodness.

(2.) *Spell the* plural *of*—Field, harp, piano, harmonium, bush, pin, tax, church, monarch, glass, jug, arch, fish, ox, mouse, house, potato, grotto, bean, ear, tooth, rebus, cherub, axe, axis, child, footman, staff, muff, grief, hero, stomach, ditch, erratum, seraph, canto, tree, candle, lady, day, fly, calf, self, dwarf, wharf, sheep, ass, tyro, hog, deer, door, foot, loaf, strife, fife, toy, folio, porch, cargo, rose, larch, stiletto, wife, ally, alley, ruff, mass, beau, basis, larva, stratum, focus.

Case.

58. Case is that state of the noun or pronoun which expresses its relation to other words.

59. There are three cases—**Nominative, Possessive,** and **Objective.**

A noun or pronoun is in the **nominative** case when it is the **subject** of an assertion; as, The *master* teaches.

A noun or pronoun is in the **objective** case when it is the **object** of a sentence, or is governed by a preposition; as, The master teaches the *boy* in the *school.*

A noun or pronoun is in the **possessive** case when it denotes ownership or possession; as, *John's* book.

60. The **possessive case singular** is formed from the nominative by adding the letter s preceded by an apostrophe; as, *James, James's; Peter, Peter's.*

Obs. The s is omitted when too many hissing sounds would come together; as, *For goodness' sake; for conscience' sake.*

61. The **possessive case plural** is formed by adding an apostrophe to the nominative when it ends in s, or by adding an apostrophe and s, when it does not end in s; as, *fathers, fathers'; men, men's.*

62. Nouns are accordingly thus declined—

	Sing.	*Plur.*	*Sing.*	*Plur.*	*Sing.*	*Plur.*
Nom.	Book	Books	Lady	Ladies	Man	Men
Poss.	Book's	Books'	Lady's	Ladies'	Man's	Men's
Obj.	Book	Books	Lady	Ladies	Man	Men

EXERCISES.

Decline—King, queen, child, prince, Peter, James, Jane, boy, footman, scholar, church, brother, sister, ox, enemy, watch, river, Moses, ass, ploughman, dress, thief, negro, seraph, duchess, heroine.

Tell the gender, number, and case of each noun—In the field. Through my brother's fields. His brothers were in my sister's house. The man came to Leith. With the woman's property. The king's son went to his father's palace. For conscience' sake. Through the country. The country's enemies have been defeated. John read about the countries in Europe. The tinker's dog tore Mary's frock. The meeting was held in the Merchants' Hall. Have you read the history of the Thirty Years' War? We stopped at St. Giles's Church. Burns's works are well known in Scotland.

INFLECTION OF THE PRONOUN.

63 1. *The Personal Pronouns.*

	The First Person Mas. or Fem.			The Second Person Mas. or Fem.	
	Sing.	*Plur.*		*Sing.*	*Plur.*
Nom.	I	We	*Nom.*	Thou *or* You	Ye *or* You
Poss.	My *or* Mine	Our *or* Ours	*Poss.*	Thy *or* Thine	Your *or* Yours
Obj.	Me	Us	*Obj.*	Thee	You

The Third Person Mas.

	Sing	*Plur.*
Nom.	He	They
Poss.	His	Their *or* Theirs
Obj.	Him	Them

The Third Person Fem.

	Sing.	*Plur.*
Nom.	She	They
Poss.	Her *or* Hers	Their *or* Theirs
Obj.	Her	Them

The Third Person Neuter.

	Sing.	*Plur.*
Nom.	It	They
Poss.	Its	Their *or* Theirs
Obj.	It	Them

Obs. **My, our, thy, your, her, their,** given as forms of the possessive case of the pronouns, are used to qualify nouns, and may also be classed among *adjectives.*

EXERCISE.

Tell the person, gender, number, *and* case *of*—Them, we, it, yours, theirs, he, I, hers, mine, us, thee, him, they, ours, you, his, she, its, me, ye, thou, her, thine.

64. 2. *The Relative Pronouns.*

Who—Mas. or Fem.

	Sing.	*Plur.*
Nom.	Who	Who
Poss.	Whose	Whose
Obj.	Whom	Whom

Which—Neuter.

	Sing.	*Plur.*
Nom.	Which	Which
Poss.	Whose	Whose
Obj.	Which	Which

Obs. **That** and **what** are used in the **nominative** or **objective case**: they have no **possessive.**

Obs. The only pronouns besides these that have inflections are the **Interrogatives,** which are declined like the relatives; and **one, other, another,** which have the possessive case—**one's, other's, another's. This, that** have the plural **these, those.**

EXERCISE.

Parse the nouns *and* pronouns *in the following sentences, keeping in mind these three rules:—*

(*a.*) *The* subject *of a sentence is in the* nominative *case;*

(*b.*) *The* object *of a transitive verb is in the* objective *case;*

(*c.*) *A* preposition *governs a noun or pronoun in the* objective *case.*

He finished the work with which he was occupied. The boy whose book you found will thank you for restoring it to him. The girl gave me a pencil which she had found near the ditch,

John brought her the first slate that he saw: it was mine. Is this pen yours or his? What was lost has been found. To whom shall I carry this letter? Take it to the grocer who lives at the corner of George Street. Whose knife is this? Is it thine? No, it belongs to her. One should love one's native land. Thou knowest not what may await thee. This parcel is for us; give it to me. It is not mine to give. Be kind to each other. What you cannot do another may be able to do. I cannot answer for another's conduct. Which will you take? Take me with you.

INFLECTION OF ADJECTIVES.

65. **Adjectives** are inflected to express *degree of comparison.* There are three degrees of comparison—the **Positive, Comparative,** and **Superlative.**

The **Positive** is the adjective in its simple form; as, *great, small, hard.*

The **Comparative** is formed by adding **-er** to the positive; as, *greater, smaller, harder.* It is used when *two* things are compared to indicate that one of these things possesses *more* or *less* of the quantity or quality than the other.

The **Superlative** is formed by adding **-est** to its positive; as, *greatest, smallest, hardest.* It is used when we compare one thing with all others belonging to the same class.

Obs. 1. When the positive ends in **e**, **-r** and **-st** only are added; as, *wise, wiser, wisest.*

Obs. 2. When the positive ends in **y** preceded by a consonant the **y** is changed into **i** before **er** and **est**; as, *happy, happier, happiest.*

Obs. 3. Adjectives of one syllable, ending in a single consonant preceded by a single vowel, double the final consonant before **-er** and **-est**; as, *hot, hotter, hottest.*

Obs. 4. Adjectives of two or more syllables are generally compared by prefixing the adverbs *more* and *most;* as, *careful, more careful, most careful.*

Obs. 5. The signification of the positive is lessened by prefixing *less* and *least;* as, *careful, less careful, least careful.*

Obs. 6. Some adjectives, from the nature of their signification, do not admit of comparison; as, *certain, dead, perfect, supreme, universal.*

66. The following adjectives are irregularly compared:—

Positive.	*Comparative.*	*Superlative.*
Good	better	best
Little	less	least
Far	farther	farthest
Bad, evil, ill	worse	worst
Fore	former	foremost, first
Hind	hinder	hindmost, hindermost
Late	later, latter	latest, last
Nigh	nigher	nighest, next
Low	lower	lowest, lowermost
Much, many	more	most
Old	older, elder	oldest, eldest
Head	——	headmost
Middle	——	middlemost
South	——	southmost
Top	——	topmost
Very	——	veriest
——	inner	inmost, innermost
——	nether	nethermost
——	under	undermost
——	upper	upmost, uppermost
——	outer	outmost, outermost, utmost

EXERCISES.

(1.) *Compare*—Long, good, short, low, bad, late, excellent, black, far, wise, safe, young, strange, old, little, unjust, tender, furious, ill, strong, sweet, gloomy, thin, mad, fat, severe, many, stern, late, lovely, beautiful, virtuous, generous, much, fore, hardy, evil, small, little, tiny, large, great, few, hind, old, very, south, nigh, famous, cheap, red, serious, gentle, calm, near, middle, tall, little.

(2.) *Tell the degree of comparison of*—First, milder, strong, worthiest, most handsome, farthest, nearer, inner, next, new, finest, better, former, best, worst, grand, inmost, upper, dearest, angrier, last, good, more ignorant, older, more, least, evil, outmost, worse, less, careful, wise, under, better, farthest, ill, hinder, much, best, most cautious, severer, greatest, more generous.

INFLECTION OF ADVERBS.

67. Some Adverbs are inflected for comparison; as, *Soon, sooner, soonest; often, oftener, oftenest.*

Obs. Adverbs are compared in the same way as adjectives; but *more* and *most* are preferred to *er* and *est* in comparing adverbs of more than one syllable; as, *sweetly, more sweetly, most sweetly.*

68. The following are irregularly compared:—

Positive.	*Comparative.*	*Superlative.*
Well	better	best
Little	less	least
Forth	further	furthest
Ill	worse	worst
Late	later	last
Much	more	most

EXERCISES.

Point out the **Adjectives** *and* **Adverbs**, *and tell the degree of comparison—*

Our poor friend is little better to-day. The lark sings more sweetly than the linnet. We are ill provided with pens. The youngest brother came sooner than his sister; and William came last of all. I pity them much. You would pity them still more, if you knew how poor they are. It is more blessed to give than to receive. Come oftener to see me. He writes well; but his eldest brother writes better; and Mary writes best of all. We are much happier since we left the town. The old soldier most gladly gave place to the young lady.

Speak gently! it is better far
To rule by love than fear.

INFLECTION OF VERBS.

69. **Verbs** have **Voice, Mood, Tense, Number,** and **Person.**

Voice.

70. **Transitive Verbs** have *two* Voices, the **Active** and the **Passive.** The **Active Voice** denotes that the subject is *acting,* and is affecting some object; as, John *struck* the dog. The **Passive Voice** denotes that the subject is *acted upon;* as, The ox *was killed.*

Mood.

71. The **Mood** of a verb shows the *manner* in which an assertion is made of a subject.

The **Moods** are the **Indicative, Potential, Subjunctive,** and **Imperative.**

Obs. A verb in any of these moods requires a subject, and is called a *finite* verb.

72. The **Indicative** Mood is used to make a direct assertion, or to ask a direct question; as, John *has come. Does* he *write?*

73. The **Potential** Mood makes assertions implying *possibility, liberty, power, will,* or *obligation;* as, He *may be* right. You *may go.* I *can run.*

74. The **Subjunctive** Mood is used in making conditional statements, the condition being indicated by a conjunction expressed or understood; as, If he *come* soon, you will see him.

75. The **Imperative** Mood is used to *command* or *entreat;* as, *Come* here.

Obs. The Subject of a verb in the imperative mood is omitted unless it is emphatic; as, Come here. Come *you* here.

76. The form of the verb with *to* before it, called the **Infinitive**, is sometimes, but improperly, classed among the moods. There are *two* infinitives, the **Present** (as, *to love*), and the **Perfect** (as, *to have loved*).

77. The **Participles** are forms of the verb, so called because they *participate* of the nature of *adjectives* and of *verbs.* There are *three* participles—the **Present** (as, *loving*); the **Past** (as, *loved*); and the **Perfect** (as, *having loved*).

Obs. The Infinitives and Participles together may be called the verb *infinite* or *not finite.*

Tenses.

78. The **Tense** of a verb indicates the *time* of the action, and its state as complete or incomplete.

79. Verbs have **Six** tenses—the **Present, Past, Perfect, Pluperfect, Future,** and **Future Perfect.**

The **Present** Tense denotes an action now going on; as, *I write,* or, *I am writing.*

The **Past** Tense denotes an action occurring at a time now past; as, *I wrote,* or, *I was writing.*

The **Perfect** Tense denotes an action that has just been completed: as, *I have written.*

The **Pluperfect** Tense denotes an action that was completed at a time now past; as, *I had written* my letter before he arrived.

The **Future** Tense denotes an action yet to take place; as, *I shall write*, or, *I shall be writing*.

The **Future Perfect** Tense denotes an action that will be completed at some indicated time still future; as, *I shall have written* my letter before six o'clock to-night.

Obs. The Indicative and Subjunctive moods have all the six tenses; the Potential wants the future and future perfect, and the Imperative has only a present.

Number and Person.

80. A verb is singular when the Subject is singular, and plural when the Subject is plural; as, he *writes;* they *write*.

There are three persons—the *first*, *second*, and *third*. A verb is in the first person when the subject is the *speaker;* it is in the second person when the subject is the person *spoken to;* and it is in the third person when the subject is the person or thing *spoken about;* as, I *write*, thou *writest*, he *writes*.

CONJUGATION.

81. To conjugate a verb is to bring together all its forms. The following is the conjugation of the Active Voice of the regular verb "**To Love**":—

Principal Parts.

Present Indicative—Love
Past Indicative —Loved
Past Participle —Loved

Infinitive:—*Present*, to love; *Perfect*, to have loved.
Participles:—*Present*, loving; *Past*, loved; *Perfect*, having loved.

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1st *Person*, I love	1st *Person*, We love
2nd ,, Thou lovest (*or* you love*)	2nd ,, You love (*or* ye love)
3rd ,, He, she, *or* it loves (*or* loveth)	3rd ,, They love

Past Tense.

Singular.	*Plural.*
1. I loved	1. We loved
2. Thou lovedst	2. You loved
3. He loved	3. They loved

* The forms of the second person plural, in all the tenses, are commonly used instead of the form with "*thou*."

Perfect Tense.

Singular.	*Plural.*
1. I have loved	1. We have loved
2. Thou hast loved	2. You have loved
3. He has *or* hath loved	3. They have loved

Pluperfect Tense.

Singular.	*Plural.*
1. I had loved	1. We had loved
2. Thou hadst loved	2. You had loved
3. He had loved	3. They had loved

Future Tense.

Singular.	*Plural.*
1. I shall (*or* will) love	1. We shall (*or* will) love
2. Thou shalt (*or* wilt) love	2. You shall (*or* will) love
3. He shall (*or* will) love	3. They shall (*or* will) love

Future Perfect Tense.

Singular.	*Plural.*
1. I shall (*or* will) have loved	1. We shall (*or* will) have loved
2. Thou shalt (*or* wilt) have loved	2. You shall (*or* will) have loved
3. He shall (*or* will) have loved	3. They shall (*or* will) have loved

POTENTIAL MOOD.

Present Tense.

Singular.	*Plural.*
1. I may (can, *or* must) love	1. We may (can, *or* must) love
2. Thou mayst (canst, *or* must) love	2. You may (can, *or* must) love
3. He may (can, *or* must) love	3. They may (can, *or* must) love

Past Tense.

Singular.	*Plural.*
1. I might (could, would, *or* should) love	1. We might, &c., love
2. Thou mightst, &c., love	2. You might, &c., love
3. He might, &c., love	3. They might, &c., love

Perfect Tense.

Singular.	*Plural.*
1. I may (can, *or* must) have loved	1. We may (can, *or* must) have loved
2. Thou mayst, &c., have loved	2. You may, &c., have loved
3. He may, &c., have loved	3. They may, &c., have loved

Pluperfect Tense.

Singular.	*Plural.*
1. I might, &c., have loved	1. We might, &c., have loved
2. Thou mightst, &c., have loved	2. You might, &c., have loved
3. He might, &c., have loved	3. They might, &c., have loved

SUBJUNCTIVE MOOD.

Present Tense.

Singular.	*Plural.*
1. (If) * I love	1. (If) we love
2. (If) thou love	2. (If) you love
3. (If) he love	3. (If) they love

The other tenses are similar to the corresponding tenses of the indicative, except the future and future perfect, but they have no inflection to indicate person:—

Tenses—		
Past: . .	1. If I loved	2. If thou loved, &c.
Perfect: .	1. If I have loved	2. If thou have loved, &c.
Pluperfect: .	1. If I had loved	2. If thou had loved, &c.
Future: .	1. If I should love	2. If thou should love, &c.
Future Perfect:	1. If I should have loved	2. If thou should have loved, &c.

IMPERATIVE MOOD.

Sing. 2. Love *or* love thou *Plur.* 2. Love *or* love ye

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82. CONJUGATION OF THE VERB "TO BE."

Present Indic. **Am**: *Past Indic.* **Was**: *Past Part.* **Been.**

Infinitive: *Pres.* to be: *Perfect*, to have been.
Participles: *Pres.* being: *Past*, been: *Perfect*, having been.

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1. I am	1. We are
2. Thou art	2. You are
3. He is	3. They are

* Several Conjunctions besides if (as, though, unless, except) throw the verb into the Subjunctive form.

Past Tense.

Singular.	*Plural.*
1. I was	1. We were
2. Thou wast	2. You were
3. He was	3. They were

Perfect Tense.

Singular.	*Plural.*
1. I have been	1. We have been
2. Thou hast been	2. You have been
3. He has been	3. They have been

Pluperfect Tense.

Singular.	*Plural.*
1. I had been	1. We had been
2. Thou hadst been	2. You had been
3. He had been	3. They had been

Future Tense.

Singular.	*Plural.*
1. I shall *or* will be	1. We shall *or* will be
2. Thou shalt *or* wilt be	2. You shall *or* will be
3. He shall *or* will be	3. They shall *or* will be

Future Perfect Tense.

Singular.	*Plural.*
1. I shall *or* will have been	1. We shall *or* will have been
2. Thou shalt *or* wilt have been	2. You shall *or* will have been
3. He shall *or* will have been	3. They shall *or* will have been

POTENTIAL MOOD.

Tenses—		
Present:	1. I may, can, *or* must be	2. Thou mayst, &c., be
Past:	1. I might, could, would, *or* should be	2. Thou mightst, &c., be
Perfect:	1. I may, &c., have been	2. Thou mayst, &c., have been
Pluperfect:	1. I might, &c., have been	2. Thou mightst, &c., have been

SUBJUNCTIVE MOOD.

Present Tense.

Singular.	*Plural.*
1. (If) I be	1. (If) we be
2. (If) thou be	2. (If) you be
3. (If) he be	3. (If) they be

Past Tense.

Singular.	*Plural.*
1. (If) I were	1. (If) we were
2. (If) thou wert	2. (If) you were
3. (If) he were	3. (If) they were

Tenses—

Perfect: .	1. If I have been	2. If thou have been, &c.
Pluperfect: .	1. If I had been	2. If thou had been, &c.
Future: .	1. If I should be	2. If thou should be, &c.
Future Perfect:	1. If I should have been	2. If thou should have been, &c.

IMPERATIVE MOOD.

Sing. 2. Be *or* be thou *Plu.* 2. Be *or* be ye

Passive Voice.

83. The Passive Voice is formed by adding the past participle of a transitive verb to the verb "to be."

CONJUGATION OF "To be loved."

Pres. Indic. Am loved. *Past Indic.* Was loved. *Past Part.* Been loved.

Infinitive: *Pres.* To be loved. *Perf.* To have been loved.
Participles: *Pres.* Being loved. *Past.* Been loved. *Perf.* Having been loved.

INDICATIVE MOOD.

Tenses—

Present: .	1. I am loved	2. Thou art loved, &c.
Past: .	1. I was loved	2. Thou wast loved, &c.
Perfect: .	1. I have been loved	2. Thou hast been loved, &c.
Pluperfect: .	1. I had been loved	2. Thou hadst been loved, &c.
Future: .	1. I shall *or* will be loved, &c.	
Future Perfect:	1. I shall *or* will have been loved, &c.	

POTENTIAL MOOD.

Tenses—

Present	1. I may *or* can be loved, &c.
Past .	1. I might, could, would, *or* should be loved, &c.
Perfect:	1. I may, &c., have been loved
Pluperfect:	1. I might, &c., have been loved

SUBJUNCTIVE MOOD.

Tenses—

Present: .	1. If I be loved	2. If thou be loved, &c.
Past: .	1. If I were loved	2. If thou wert loved, &c.
Perfect: .	1. If I have been loved, &c.	
Pluperfect:	1. If I had been loved, &c.	
Future: .	1. If I should be loved, &c.	
Future Perfect:	1. If I should have been loved, &c.	

IMPERATIVE MOOD.

Sing. 2. Be loved *or* be thou loved *Plur.* 2. Be loved *or* be ye loved.

Progressive Form of the Active Voice.

84. To express the continuance of an action, the present participle of a transitive verb is used after the verb "**to be.**" This is called the **Progressive Form** of the active voice, and may be used in all the moods and tenses; as, I am loving, He has been loving, We may be loving, Be thou loving.

Emphatic Form of the Active Voice.

85. This form consists of the verb preceded by **do**, or **did**, and is confined to the present and past tenses of the Indicative and Subjunctive Moods, and the Imperative Mood.

INDICATIVE MOOD.

Present Tense.

Singular.	*Plural.*
1. I do love	1. We do love
2. Thou dost love	2. You do love
3. He does *or* doth love	3. They do love

Past Tense.

Singular.	*Plural.*
1. I did love	1. We did love
2. Thou didst love	2. You did love
3. He did love	3. They did love

SUBJUNCTIVE MOOD.

Tenses—

Present:	1. If I do love	2. If thou do love, &c.
Past:	1. If I did love	2. If thou did love, &c.

IMPERATIVE MOOD.

Sing. 2. Do love *or* do thou love. *Plu.* 2. Do love *or* do ye love.

Obs. 1. **Do, did** are also used, without emphasis, in the **negative** and **interrogative** forms of the present and past tenses; as,

Negative:	1. I do not love	2. Thou dost not love, &c.
	1. I did not love	2. Thou didst not love, &c.
	1. If I do not love	2. If thou do not love, &c.
	1. If I did not love	2. If thou did not love, &c.
Interrogative:	1. Do I love?	2. Dost thou love? &c.
	1. Did I love?	2. Didst thou love? &c.

Obs. 2. **Have, had, shall, should, will, would, can, could, may, might, do, did,** and the verb "**to be,**" are called **Auxiliary Verbs** when they *help* to form the tenses of other verbs.

Regular and Irregular Verbs.

86. **Regular Verbs** are those that have their past tense and past participle both ending in *-ed;* as,

Present Indic.	*Past Indic.*	*Past Part.*
Turn	turned	turned
Lift	lifted	lifted
Hate	hated	hated
Love	loved	loved

87. **Irregular Verbs** are those that do not take *-ed* in the past tense and past participle; as,

Present Indic.	*Past Indic.*	*Past Part.*
Write	wrote	written
Speak	spoke	spoken
Come	came	come

88. The conjugation of a Regular Verb (*love*) has already been given.

CONJUGATION OF THE IRREGULAR VERB "To write."

Pres. Indic. Write. *Past Indic.* Wrote. *Past Part.* Written.
Infinitive: *Pres.* To write. *Perfect.* To have written.
Participles: *Pres.* Writing. *Past.* Written. *Perf.* Having written.

Indicative Mood.

Tenses—

Present: . 1. I write, 2. Thou writest, 3. He writes—1. We write, 2. You write, 3. They write.
Past: . . 1. I wrote, 2. Thou wrotest, 3. He wrote—1. We wrote, &c.
Perfect: . 1. I have written, 2. Thou hast written, 3. He has written, &c.
Pluperfect: . 1. I had written, 2. Thou hadst written, &c.
Future: . 1. I shall *or* will write, 2. Thou shalt *or* wilt write, &c.
Future Perfect: 1. I shall *or* will have written, &c.

Potential Mood.

Tenses—

Present: 1. I may, can, *or* must write, 2. Thou mayst, &c., write, &c.
Past: . 1. I might, could, would, *or* should write, &c.
Perfect: 1. I may, &c., have written, &c.
Pluperfect: 1. I might, &c., have written, &c.

Subjunctive Mood.

Tenses—

Present: . 1. If I write, 2. If thou write, 3. If he write, &c.
Past: . . 1. If I wrote, 2. If thou wrote, 3. If he wrote, &c.
Perfect: . 1. If I have written, 2. If thou have written, 3. If he have written, &c.
Pluperfect: 1. If I had written, 2, If thou had written, 3. If he had written, &c.
Future: . 1. If I should write, 2. If thou should write, &c.
Future Perfect: 1. If I should have written, 2. If thou should have written, &c.

Imperative Mood.

Sing. 2. Write, *or* write thou *Plur.* 2. Write, *or* write ye

The Passive Voice—**Am written**—is conjugated like **Am loved.**

89. Alphabetical List of Irregular Verbs.

Class First—Those that have only *one form* for the Present, Past, and Past Participle. They are,

Beset, burst, cost, cast, cut, hit, hurt, let, put, rid, set, shed, shred, shut, slit, split, spread, sweat, thrust.

Class Second—Those in which the Past Indicative and Past Participle differ from the Present Indicative. They are,

Pres.	*Past.*	*P. Part.*
Abide	abode	abode
Am	was	been
Arise	arose	arisen
Awake	awoke	awaked
Bake	baked	bakon (*baked*)
Bear (*bring forth*)	bore (*bare*)	born
Bear (*carry*)	bore (*bare*)	borne
Beat	beat	beaten
Begin	began	begun
Behold	beheld	beheld
Bend	bent (*bended*)	bent (*bended*)
Bereave	bereft (*bereaved*)	bereft (*bereaved*)
Beseech	besought	besought
Bid	bade (*bid*)	bidden (*bid*)
Bind	bound	bound
Bite	bit	bitten (*bit*)
Bleed	bled	bled
Blow	blew	blown
Break	broke	broken
Breed	bred	bred
Bring	brought	brought
Build	built (*builded*)	built (*builded*)
Burn	burnt (*burned*)	burnt (*burned*)
Buy	bought	bought
Catch	caught	caught
Chide	chid	chidden (*chid*)
Choose	chose	chosen
Cleave (*to cling*)	cleaved (*clave*)	cleaved
Cleave (*to split*)	cleft (*clove*)	cleft (*cloven*)
Cling	clung	clung
Clothe	clad (*clothed*)	clad (*clothed*)
Come	came	come
Creep	crept	crept
Crow	crew	crowed
Dare (*to venture*)	durst (*dared*)	dared
Deal	dealt (*dealed*)	dealt (*dealed*)
Dig	dug (*digged*)	dug (*digged*)
Do	did	done
Draw	drew	drawn
Dream	dreamt (*dreamed*)	dreamt (*dreamed*)
Drink	drank	drunk
Drive	drove	driven
Dwell	dwelt (*dwelled*)	dwelt (*dwelled*)
Eat	ate	eaten
Fall	fell	fallen
Feed	fed	fed
Feel	felt	felt
Fight	fought	fought
Find	found	found
Flee	fled	fled
Fling	flung	flung
Fly	flew	flown
Forbear	forbore	forborne
Forget	forgot	forgotten
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	got
Gild	gilt (*gilded*)	gilt (*gilded*)
Gird	girt (*girded*)	girt (*girded*)
Give	gave	given
Go	went	gone
Grave	graved	graven (*graved*)
Grind	ground	ground
Grow	grew	grown
Hang	hung (*hanged*)	hung (*hanged*)
Have	had	had
Hear	heard	heard
Hew	hewed	hewn (*hewed*)
Hide	hid	hidden (*hid*)
Hold	held	held
Keep	kept	kept
Kneel	knelt (*kneeled*)	knelt (*kneeled*)
Know	knew	known

Pres.	*Past.*	*P. Part.*
Knit	knit (*knitted*)	knit (*knitted*)
Lay	laid	laid
Lead	led	led
Leave	left	left
Lend	lent	lent
Lie	lay	lain
Load	loaded	loaded (*loaden, laden*)
Lose	lost	lost
Make	made	made
Mean	meant (*meaned*)	meant (*meaned*)
Meet	met	met
Mow	mowed	mown (*mowed*)
Pay	paid	paid
Rĕad	rĕad	rĕad
Rend	rent	rent
Ride	rode	ridden
Ring	rang	rung
Rise	rose	risen
Rive	rived	riven
Run	ran	run
Say	said	said
See	saw	seen
Seek	sought	sought
Seethe	seethed (*sod*)	seethed (*sodden*)
Sell	sold	sold
Send	sent	sent
Sew	sewed	sewn
Shake	shook	shaken
Shave	shaved	shaven (*shaved*)
Shear	sheared (*shore*)	shorn (*sheared*)
Shew	shewed	shewn
Show	showed	shown
Shine	shone (*shined*)	shone (*shined*)
Shoe	shod	shod
Shoot	shot	shot
Shrink	shrank	shrunk
Sing	sang	sung
Sink	sank	sunk
Sit	sat	sat
Slay	slew	slain
Sleep	slept	slept
Slide	slid	slid
Sling	slung	slung

Pres.	*Past.*	*P. Part.*
Slink	slank	slunk
Smell	smelt (*smelled*)	smelt (*smelled*)
Smite	smote	smitten
Sow	sowed	sown (*sowed*)
Speak	spoke	spoken
Speed	sped	sped
Spend	spent	spent
Spill	spilt	spilt
Spin	spun (*span*)	spun
Spit	spat	spit
Spring	sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Sting	stung	stung
Strew	strewed	strewn (*strewed*)
Strow	strowed	strown (*strowed*)
Stride	strode	stridden
Strike	struck	struck
String	strung	strung
Strive	strove	striven
Swear	swore	sworn
Sweep	swept	swept
Swell	swelled	swollen (*swoln, swelled*)
Swim	swam	swum
Swing	swung	swung
Take	took	taken
Teach	taught	taught
Tear	tore	torn
Tell	told	told
Think	thought	thought
Thrive	throve	thriven
Throw	threw	thrown
Tread	trod	trodden
Wake	woke (*waked*)	waked
Wax	waxed	waxen (*waxed*)
Wear	wore	worn
Weave	wove	woven
Weep	wept	wept
Win	won	won
Wind	wound	wound
Work	wrought	wrought
Wring	wrung	wrung
Write	wrote	written

Defective Verbs.

90. **Defective Verbs** are such as want one or more of their principal parts.

Present.	*Past.*	*Past Part.*
Can	could	——
May	might	——
Shall	should	——
Will	would	——
Must	——	——
Ought	——	——
Beware	——	——
Quoth	quoth	——
Wis	wist	——
Wit *or* wot	wot	——
Forego	——	foregone

Impersonal Verbs.

91. **Impersonal Verbs** express a fact or action without indicating any person as the subject or actor. They are used only in the third person singular with "it" expressed or implied; as, *It rains; it thundered; it seems; meseems* (= *it seems to me*).

Remarks on the Verb.

92. Instead of the division into Regular and Irregular Verbs some grammarians classify verbs into **Weak** and **Strong**, according to the mode of forming the Past Tense Indicative.

1. **Weak Verbs** form their past tense by adding *ed*, *d*, or *t* to the present; as, *love, loved; sleep, slept; hear, heard.*
2. **Strong Verbs** form their past tense by changing the vowel of the present without any addition to the root; as, *fall, fell; come, came; choose chose.*

Obs. 1. Some weak verbs admit of a vowel change in the past tense; but the presence of the suffix *d* or *t* indicates the class to which they belong; as, *tell, told; buy, bought; catch, caught.*

Obs. 2. When the present tense of a weak verb ends in *d* or *t* the

suffix is generally omitted in the past, and a long vowel preceding *d* or *t* is shortened; as,

Present.	*Past.*	*Past Part.*
Feed	fed	fed
Meet	met	met
Lead	led	led
Rēad	rĕad	rĕad
Rid	rid	rid
Set	set	set
Cut	cut	cut

Obs. 3. In some weak verbs the past tense appears in a contracted form; as, *make, made* (= *maked*); *have, had* (= *haved*); *clothe, clad* (= *clothed*).

Exercise.

Tell whether the following verbs are weak or strong, and give the past tense and past participle of each—

Ask, bend, blend, choose, clothe, come, drink, go, lay, lie, make, breed, quit, burn, dream, read, strive, take, tell, swell, wander, bereave, win, deal, shoe, flee, hurt, lose, send, teach, seek, draw, slay, do, fight, shut, yearn, wear, strike, hear, see, feel, have, know, mean.

Exercise.

Parse the verbs, *stating, in regard to each, its* class (*regular or irregular*), *its* nature (*transitive or intransitive*), *its* form (*progressive, emphatic, or interrogative*), *its* voice, mood, tense, person, *and* number:—

He may come. Thou shalt not steal. Can you speak French? You should see the castle. The ship was abandoned. Do you hear the thunder? He did not understand you. He might be robbed. John is here. Stand still. They could not return yesterday. I would be afraid to go alone. Had they received your letter? The boy will be punished if he steal. Though he slay me, yet will I trust in him. Do not speak so fast. He was reading Milton, when I entered the room. The book was stolen. Did she forsake her parents? They should have been rewarded. May you not be mistaken? I cannot understand the story. He ought to have paid more attention. The barley was just reaped. I did mark how he did shake.

O for that warning voice, which he who saw
The Apocalypse heard cry in Heaven aloud!

ENGLISH GRAMMAR.

PART II.—SYNTAX.

SYNTAX treats of the connection, dependence, and arrangement of words in a sentence.

A sentence is a complete thought expressed in words, and consists of two parts—the **Subject** (or name of the person or thing spoken of) and the **Predicate** (or what is said about the subject). Every sentence or clause of a sentence, however long, contains only one subject and one predicate. When the subject consists of several words or phrases, one of these may be singled out and described as the *Grammatical subject.* Thus, in the sentence, "Many birds of beautiful plumage are found in South America," —the whole subject is "many birds of beautiful plumage," while the grammatical subject is "birds."

Syntax is divided into three parts—**Concord, Government,** and **Order.**

Concord is the *agreement* of one word with another in gender, number, case, or person. There are three Concords—1. The Concord of Verb and Subject; 2. The Concord of Noun and Adjective; 3. The Concord of Relative and Antecedent.

Government is the power one word has to regulate another in respect of case or mood.

Order is the proper arrangement of words in a sentence.

RULES OF SYNTAX.

Rule I. The subject of a finite verb must always be in the nominative case; as, *John* comes. *I* teach.

Obs. 1. The subject may be—

(1.) A noun; as, *Andrew* is a clever boy.

(2.) A pronoun; as, *They* are expected to-day.

(3.) An adjective with the definite article; as, *The dead* shall rise.

(4.) An infinitive or infinitive phrase; as, *To err* is human. *To love our enemies* is our duty.

(5.) A participle or participial phrase; as, *Teaching attentive boys* is a pleasant occupation.

(6.) A clause; as, *That he has been rash* is apparent to all.

Rule II. A finite verb agrees with its subject in number and person; as, I love; thou lovest; he loves; the man (i.e., *he*) speaks; the boys (i.e., *they*) play.

Obs. 1. When the subject is plural in form but singular in meaning, the verb must be singular; as, The news *is* true. The "Pleasures of Memory" *is* an excellent poem. Nine-tenths of our happiness *depends* upon other people. Two multiplied by five *makes* ten.

Obs. 2. In the sentence, "*The officer with his men was captured,*" the subject is *officer*, and the verb is therefore singular.

EXERCISES.

1. *Correct where necessary.*—The stars twinkles. Was you there? I never speaks in my class. My shoes hurt my feet. There is twenty shillings in a pound. She has gone to town. Are your compasses at hand? The news are too good to be true. A great part of the potatoes are diseased. Thou should do as thou are bid. He may do what he please. He and me are good friends. Their riches makes them idle and unhappy. Andrew and him stole the apples. The wages of sin is death. Mathematics are an interesting study. Ill news runs apace. Where is your scissors? Optics is the science of light. Neither him nor her heard it. Thomson's *Seasons* are a noble work. There's two men at the door. No pains has been spared to make it correct. The ship with all its crew was lost. The opinion of several lawyers were in his favour. To obey our parents are our duty. Relieving the poor is a Christian duty. Promising without performing often cause a breach of friendship. Hunting foxes form a fashionable amusement in England. Three-fourths of the island were under water. There has been many mistakes made to-day. A man of wisdom and goodness is esteemed.

2. *Parse the words in italics.*—How can *I* be merry when *you* are sad? *God save* the Queen! Where *does* he *live?* Reading good books *informs* the mind. *Heaven bless* the labours of the honest poor! What letters *have* you *written?* *Burned* Marmion's swarthy *cheek* with fire. Blessed are the *merciful.* There is an *error* in your exercise. Hushed are all those merry *voices.* *Run.* The *news* is true. *Command* your temper. Over our heads *shone* the silent *stars.* Then *rose* from sea to sky the wild *farewell.* *Make* no rash promises.

Rule III. When the subject is a collective noun and the predicate applies to it *as a whole*, the verb should be singular; as, The fleet (*as one body*) has set sail.

Rule IV. When the subject is a collective noun and the predicate applies to the objects taken *individually*, the verb should be plural; as, The crew (*each of them*) were saved.

EXERCISES.

1. *Correct where necessary:*—The English navy is generally victorious. The army were in excellent order. The class are composed of boys and girls. The British nation have not sprung up in a generation. The mob was dispersed. A flock of sheep is grazing in the field. One half of mankind do not know how the other half live. The peasantry of France wears wooden shoes. The fleet were seen entering the bay. The committee was not unanimous. The School Board has determined to prosecute defaulting parents. The clan were broken and dispersed. The collection of paintings in the National Gallery is universally admired. The parliament are soon to be dissolved. The army have received orders to take the field. A crowd were soon collected in the street. The public are often deceived by false appearances. The clergy are an important part of the community. The meeting were large. The crew mutinied, and was put in irons.

Obs. A collective noun, when considered as singular, must be parsed as of neuter gender.

2. *Parse the words in italics.*—The *mob* was dispersed. The Roman *legion was divided* into ten cohorts. The *Board resolved* to publish its proceedings. The *party was broken* up. The *meeting did* not *approve* of the conduct of its chairman. The *nobility* were alarmed. The *mob became* riotous, and was dispersed by the military. The *council was divided* into two parties. The *jury gave* the verdict in the afternoon. The *jury are considering* their verdict at this moment.

Rule V. Two or more singular subjects connected by *and* take a verb in the plural; as, James and John *are* here.

Obs. If the subjects connected by *and* denote the same individual, or are intended to express a single idea, the verb must be in the singular; as, My friend and companion *has* left me. A horse and cart *was* seen on the road.

Rule VI. Singular subjects joined by *as well as* take a verb in the singular; as, John as well as James *deserves* praise.

Rule VII. When two or more singular subjects are preceded by *each, every,* or *no,* the verb must be singular; as, Every man and woman in the village *was* present at the festival.

Rule VIII. When two subjects stand contrasted, the

one affirmative and the other negative, the verb agrees with the affirmative; as, Not noise, but arguments, *are wanted* here.

EXERCISES.

1. *Correct where necessary.*—Your sister and brother are here. Justice and bounty procures friends. James and I learn Latin. Jane and she writes neatly. Both the captain and the lieutenant was killed. Not position, but talents, ensures success. Money, and not friends, is what he cares for. Truthfulness, as well as justice, is to be our rule. The wolf as well as the tiger are fierce animals. Every hole and corner have been examined. Hanging and beheading is the punishment of a traitor. Each officer and soldier were rewarded. Not a loud voice, but strong proofs, brings conviction. Cæsar as well as Cicero was eloquent. His industry and candour have made him respected. There was racing and chasing on Canobie Lea. The horse, the cow, and the sheep are domestic animals. The treasurer and secretary was present at the meeting. No candour and honesty was visible in his features. Bread and milk are my usual breakfast.

A laggard in love and a dastard in war
Were to wed the fair Ellen of brave Lochinvar.

2. *Parse the words in italics.*—He and I *were* schoolfellows. James and John *came* early. The sailor as well as his companion *departed* at once. The man and his wife *appeared* astonished. Jane and you *will go* together. My friend and I *bought* tickets for the concert. Not his looks, but his conduct, *created* suspicion. Every mountain and hill *shall be removed.* The captain as well as the lieutenant *fought* bravely. ‡ Each boy and girl *received* a prize. His friend and comrade *disappeared.* Pride, and not misfortunes, *caused* his ruin. The Earl's son and heir *died* yesterday. My poverty, but not my will, *consents.*

Rule IX. Two or more singular subjects joined by *or* or *nor* take a verb in the singular; as, Neither the boy nor the girl *was* present.

Rule X. When the subjects connected by *or* or *nor* are of different **numbers**, the verb should be plural, with the plural subject placed next it; as, Either the boy or his parents *have* erred. He or they were in fault.

EXERCISES.

1. *Correct where necessary.*—Either James or John has done it. Neither youth nor beauty are a security against death. Man's

happiness or misery are, in a great measure, in his own hands. Neither riches nor health is to be depended on. Neither the captain nor the sailors were saved. His brothers or he was in the room. I cannot tell whether the men or the officer are to blame. Neither the day nor the hour have been fixed. Either the boy or the girl has been mistaken. Neither the emperor nor his generals were convinced. Neither the houses nor the garden was sold. Either the man or his servants are to blame. Neither John nor his brother were at school. They or she was present.

2. *Parse the words in italics.*—Neither the father nor the son *arrived* yesterday. James or Andrew *may go.* Neither craft nor cunning *should be admired.* The captain or the sailor *must have made* a mistake. Neither the master nor his pupils *wished* a holiday. Either the boy or the girl *stole* the watch. Neither Napoleon nor his officers *valued* human life. Neither the gardener nor his wife *should have been held* responsible. Mary, Jane, or Eliza *intends* to go with you. Neither poverty nor riches *can make* us happy. He or they *might take* your place.

Rule XI. When subjects connected by *or* or *nor* are of different **persons**, the verb agrees with the last; as, Either you or I *am* mistaken.

Rule XII. When subjects connected by *and* are of different **persons**, the verb and pronoun agree with the first person rather than with the second, and with the second rather than with the third; as, You and I (= *we*) have finished *our* lessons. You and he (= *you*) have received *your* reward.

EXERCISES.

1. *Correct where necessary.*—Either thou or he are greatly to blame. Thou and he shared it between them. Thou or I am sure of getting the prize. You or he or I is in a mistake. He and I have finished our exercises. You and James prepare our lessons carefully. He or thou is the proper person to do it. Either David or thou hast destroyed my copy. While you were playing, my sister and I were assisting our mother. Neither my sister nor I deserves such treatment. Neither Ann nor you write so well as Mary. Neither my brother nor I have begun to learn our lessons. Either you or the postman have lost the letter. My aunt and I found their journey very tedious. Neither you nor I needs be ashamed.

2. *Parse the words in italics.*—Either he or I *will go.* My brother and I *went* to the river. Neither thou nor she *can repeat* this passage. Either Jane or you *must write* the exercise. You and he *came* home together. My sister and I *crossed* the ferry. Either you or Thomas *must have been misinformed.* Both he and

I *told* you so. Neither the mistress nor you *should have gone* away. Either you or the mistress *should stay* at home. You and he *have erred* greatly. They and we *can speak* correctly.

Exercises on the Preceding Rules.

Correct where necessary, giving the Rule that applies in each case:—

1. Young's *Night Thoughts* are worthy a perusal. Every leaf and twig teems with life. The ship *William and Mary* has sailed from Liverpool. The range of mountains were seen covered with snow. The class have been divided. His diligence and industry have been rewarded. A variety of pleasing objects charm the eye. My mother as well as my aunt have gone to Glasgow. *Green Leaves* is a pretty song. Henry or his brother has robbed the nest. Either the farmer or his servants have neglected that field. Walter or I are sure to succeed. There was several teachers in the school. This were the head and front of his offending. A needle and thread was given to her, but she could not sew the button on. There 's no fewer than three birds on that branch.

2. The carriage of goods and passengers is carefully attended to. The fleet are under orders to sail. Either your sister or he has left a letter for me. Was you present? Neither the sailors nor the captain were attentive to duty. To rejoice at the misfortunes of others shows a base mind. That he has failed in his endeavours are surprising. The shops is not yet open. Nine-tenths of the vices of mankind proceeds from idleness. The father with his only son were lost at sea. My nearest relative and friend have just died. Not a loud voice, but strong proofs, bring conviction. Town after town were taken by the enemy. Men, and not money, is what the nation needs. Neither you nor I are very fortunate. Either you or he is greatly to blame. Him and his brother quarrel every day.

Rule XIII. A noun or pronoun before a participle, having no grammatical relation to any other word in the sentence, is in the *nominative case absolute;* as, *The dawn appearing*, we set out on our journey.

Obs. 1. The pupil must carefully distinguish such an absolute phrase from a participial phrase qualifying a noun:—The general arriving (*absolute phrase*), the troops began their march. The general, *arriving at the camp* (*participial phrase qualifying* general), ordered his troops to march.

Obs. 2. The participle *being* is often understood; as, This done (= this *being* done), we continued our journey.

Obs. 3. The *imperative* and the *infinitive*, as well as the participle, may be used absolutely; as, Many boys, *say* twenty, were present. *To tell you the truth*, I do not believe him.

EXERCISES.

1. *Correct where necessary.*—Us being exceedingly tossed, they lightened the ship. They being absent, we cannot decide the case. Him being of the party, I shall willingly accompany you. We ourselves being in distress, they cannot expect our assistance. Her having told me, I must believe it. We being alone, she told me the whole story. I objecting, they did not continue the game. Him leaving, the party was broken up. Its being late, we resolved to go home. All were punished, me alone excepted. Thee dead, what balm shall soothe this stricken breast!

2. *Parse the words in italics.*—His *calling laid* aside, he lived at ease. *Weather permitting*, we shall leave to-morrow. *This* over, our minds will be at rest. *The storm increasing*, the ship remained in the harbour. *Taking* my hand, he led me to the house. The *tide having turned*, the ship set sail. *Leaving our friends*, we proceeded along the shore. *To judge* from appearances, he is not in good health. The *Queen, leaving* Edinburgh, went to Balmoral. The *Queen leaving* Edinburgh, the crowd returned to their homes. With thee *conversing*, I forget all time. *Losing* his way, he wandered through the woods.

> The *service* past, around the pious man
> With ready zeal each honest rustic ran.

Rule XIV. Nouns denoting persons or things addressed as present are in the nominative case; as, My *friend*, the subject is an important one. This is called the *Nominative of Address.*

Rule XV. Nouns or pronouns denoting the same person or thing are put in the same case; as, *William* the *Conqueror* defeated Harold. This is called *Apposition.*

Obs. A noun may stand in apposition with a sentence; as, The pupils read too fast, a *habit* which should be corrected.

Rule XVI. The verb *to be*, and many neuter and passive verbs, when finite, have a nominative case both before and after them; as, *Robert* was a *sailor*. *Cromwell* was made *Protector.*

Obs. 1. The verbs belonging to this class are—

(1.) The neuter verbs *be, become, appear, look, seem, get, turn, grow, remain, die, live*, &c.; as, He has become a *soldier*. He seems a *fool.*

(2.) The passive verbs *to be made, appointed, chosen, elected, constituted*, &c.; *to be named, called, declared, pronounced, thought,*

considered, &c.; as, He was made *king*. They were declared *traitors*.

Obs. 2. The noun following the verb may be said to stand in *apposition* with the subject.

EXERCISES.

1. *Parse the words in italics.*—Mary has grown a tall *girl*. Money, the *root* of all evil, was his *ruin*. We remain firm *friends*, *sir*. Bannockburn, the *scene* of Bruce's victory, is near Stirling. Ralph the *Rover* was a *pirate*. Stephen lived a *saint* and died a *martyr*. He was elected *president*. Mary, *Queen* of Scots, was a very beautiful *woman*. Such conduct, *gentlemen*, should be called *folly*. My friend the *clergyman* was elected *chairman* of the meeting. Paul, the great *apostle*, was born at Tarsus. This, my *son*, has become a serious *matter*. The man was declared an *impostor*. Wellington, the *hero* of Waterloo, has been pronounced the greatest *warrior* of the century. He seemed a *fool*, but he became a wise *man*. This is the *place*, the *centre* of the grove. James *himself* was called a *thief*. He wished me to go with him—a *thing* I could not do. The earth moves round the sun—a *fact* that was long unknown.

2. *Correct where necessary.*—I am he. It 's me. It is her. These are them which testify of me. It was not me who told the lie. It was he. It might have been her who first saw it, but it was he who lifted it. I know not whether it were her who conducted the business, but I am sure it was not him. He thought it was me. It was either your brother or he. If it was not them, who could it be? Was it me who told you? It was either him or his brother; it was certainly not them. Who is there? It 's me. It could not be her, for she was absent at the time. Was it him or her who found the ring? It was she.

Rule XVII. A noun or pronoun denoting the possessor of anything is put in the possessive case; as, The *boy's* hat. *His* hat.

Obs. 1. The possessive can generally be changed into the objective case with *of*; as, The hat *of the boy*.

Obs. 2. The noun that governs the possessive case is sometimes omitted; as, We went to the bookseller's (i.e., *shop*).

Obs. 3. The possessive case may be placed before a present participle; as, Do you know the reason of *John's* (or *his*) leaving home so early?

Rule XVIII. When two nouns in the possessive case are in apposition, the apostrophe is used with only one of them; as, Go to Wilson the bookseller's, or, Go to Wilson's the bookseller.

Rule XIX. When the thing possessed is the common property of two or more persons, the last noun alone takes the apostrophe; as, Peter, John, and Robert's estate is sold.

Obs. But when any words intervene the sign of the possessive is annexed to each; as, I received my *father's* as well as my *mother's* consent.

EXERCISES.

1. *Correct where necessary.*—Where is your brothers book. This stone marks a soldier's grave. I have read Pope's *Homer* and Drydens *Virgil*. Meet me at St. Paul's. Have you read Scott's the novelist's *Tales of a Grandfather?* What is the object of your brother's writing so long a letter? Money is the misers god. Wisdom's precepts are the good mans delight. Have you seen John Knox the Reformer's house? I will meet you at Nelson's the watchmaker's. The officer's as well as the private's life is in danger in battle. The masters object is his pupil's improvement. Wallace the Scottish hero's monument will be visited by thousands. I wish to have my uncle as well as my father's advice. He visited his brother and sister's garden. The poem is Cowper's, the English poet. It was Napoleon the Emperor of France's opinion that he could conquer Europe. Peter's, David's, and John's field has been sold. The farmers fields are sown. I have read Virgil the Roman poet's works. What is the reason of him going away? Excuse my writing so short a letter. My admitting the fact would not satisfy him. The train leaving the rails was the cause of the accident. He did not wait for the enemy coming to attack him.

2. *Parse the words in italics.*—The *soldiers'* valour secured the victory. Take this letter to *Smith* the *draper's*. My *brother* and *sister's* house stands near *St. Mary's*. *George's* kite broke *Grahame* the *blacksmith's* window. *Kings'* promises are often broken. Did you hear of *William's* succeeding to *Smith* the *auctioneer's* business? The medicine was purchased at *Duncan* the *druggist's*. The *father*, *mother*, and *children's* occupation is the same.

Rule XX. Pronouns agree in gender, number, and person with the nouns for which they stand; as, John learns his lessons; and *he* learns *them* well. One may deceive *himself*.

Obs. 1. A collective noun denoting unity of idea is regarded as of neuter gender; as, The crowd was so great that *it* filled the whole street.

Obs. 2. *So* has sometimes the force of a pronoun representing a whole clause; as, She told me *so*.

Obs. 3. Objects personified are regarded as masculine or as feminine.

Exercises.

1. *Correct where necessary.*—The woman has lost his husband. As for your threats, I hold them in contempt. The soldiers must obey his officers. Answer not a fool according to their folly. These are good books; read them carefully. This boy has done well, and I must reward her by giving her a prize. The field has been ploughed: it must now be sown. The crowd was great, and I could scarcely get through them. The clan was dispersed, and their chief captured. We know these men and esteem them. Look at the sun: how glorious are its beams! Then Denmark blessed our chief, that he gave her wounds repose. The crew were saved, but their captain was drowned. The meeting does not approve of the conduct of their chairman. How many a brave man lost their lives at Waterloo.

> Then Murder bared her arm, and rampant War
> Yoked the red dragons of her iron car.

2. *Parse the words in italics.*—The king's *party* was outvoted. *Nature* cries aloud through all her works. The *crowd* was ordered to leave the street; and it did *so*. The *nobility* became alarmed, and *they* resolved to defend *their* rights. My *friends*, *you* must be mistaken. *You* read too fast, *boy*. Why are *you* so late, *girl?* The *moon* knows the time of *her* setting.

> *She* is far from the land where *her* young hero sleeps,
> And lovers around *her* are sighing;
> But coldly *she* turns from *their* gaze and weeps,
> For *her* heart in *his* grave is lying.

Rule XXI. Nouns and numerals must correspond in number; as, Six feet (not *six foot*).

Obs. A plural numeral is sometimes connected with a singular noun; as, A three-*foot* rule. Four *pair* of stockings. Two *brace*. Twelve *head* of cattle.

Rule XXII. The demonstrative pronouns and adjectives—*this, that, these, those*—agree in number with the nouns to which they refer; as, This man. These men.

Obs. 1. The noun *means* is either singular or plural, and the sense must determine whether *this* or *these* is to be used with it.

Obs. 2. *This* is sometimes used with a plural noun of time preceded by an adjective, the period of time being regarded as a unity; as, *This* seven years *has* passed quickly.

Rule XXIII. When the pronouns *this, these, that, those* refer to two objects previously mentioned, *this* and *these* refer to the latter, and *that* and *those* to the former object; as, Honesty and dishonesty are opposite qualities: *that* ennobles a man's character, *this* degrades it.

EXERCISES.

1. *Correct where necessary.*—This books are very useful. Those *sort* of people value nothing. That *kind* of cloth is of little use. I have not seen him these twenty years. Give me three yards of black ribbon. It has been very stormy weather this four days. The room is twenty foot long. Virtue and vice are opposites: *that* ennobles the mind, *this* debases it. He was extravagant, and by these *means* he became poor. James was industrious, honest, and discreet, and by these *means* he preserved his health. Twelve dozens make a gross. This *scissors* are not sharp enough. Is this *news* true? This forty *years* has been more noted for progress than the last. Be prudent and attentive; and by this *means* you will succeed.

The palaces and lofty domes arose,
These for devotion and for pleasure *those*.

2. *Parse the words in italics in the last exercise.*
3. *Parse the words in italics in the following passage:*—

Alas! they had been friends in youth;
But whispering *tongues can poison* truth;
And constancy lives in realms above;
  And life is thorny; and *youth* is vain;
And *to be wroth* with one we love
  Doth work like madness in the brain.
They stood aloof, the *scars remaining*,
  Like cliffs that had been rent asunder;
A dreary *sea* now *flows* between:
  But neither heat nor frost nor thunder
Shall wholly *do* away, *I ween*,
The marks of that which once hath been.

Rule XXIV. The distributive pronouns and adjectives—*each, every, either, neither*,—require a singular verb; as, *Each* man *has* received his wages.

Obs. The distributives take a singular *pronoun* when only one gender is implied; as, Every soldier must do *his* duty. Each girl brought *her* books.

But when both genders are implied, a *plural* pronoun is allowable; as, Every *person* is bound to obey the laws of *their* country. (Not *his or her* country).

Exercises.

1. *Correct where necessary.*—Every tree is known by its fruit. England expects every man to do their duty. Let each esteem others better than themselves. Everybody has his own difficulties. Each soldier was ordered to keep his post. Every mother think their own children the fairest. Either of the two houses is large enough for me. Every one must judge of their own feelings. Each child at school gets his lessons daily. Neither of these two boys were present. When every person has arrived, I shall proceed. Either of the two is worthy of the honour. Each of the women in their turn receives the share to which they are entitled. Every person, whatever be their station, is bound to obey the laws of their country. Every species of birds have their own peculiar feathers. Every man's happiness depends in part upon the respect he meets in the world.

> Each looked to sun, and stream, and plain,
> As what they ne'er might see again.

2. *Parse the words in italics.*—*Neither* of the two *deserved* praise. *Every* person *should obey* the laws. *Each gave* what he could. *Either* of these gentlemen *can do* the work. *Neither* of you *agreed* to the proposal. *Each* of us *must stand* alone. Each *slave expected* his freedom. *Neither* of us *denied* that you were right.

Exercises on Preceding Rules.

1. *Correct where necessary, giving the rule that applies in each case.*—Do you approve of me leaving? Is that him at the door? Each of these words have a distinct meaning. The winter's sun is shorn of its heat. They descending, the ladder fell. Every man is employed at their respective duties. The invalid should drink plenty of goat milk. I have given in two pages of exercises; will they be sufficient? Every bone and muscle of a man's body is known to his Maker. Thee being my guide, I walk in safety. It is me. That sort of conduct is very disreputable. Who will be sent with this parcel? It may be I, or it may be he. Meet me at Simpson's the tailor. It is the husband as well as the wife's duty to regulate the family. Have you read Tennyson the Laureate's poems? James and John's father was a fisherman. The army were ordered to march; but its officers refused. The fleet is ordered to sail, but their destination is unknown. Do you

like those kind of amusements? Each make as much profit as they can.

2. *Parse the words in italics.*—His conduct was, *to say* the least, far from seemly. Go to *Wilson* the *draper's* shop.

My *story being done*,
She gave me for my pains a world of sighs.

My *brother William* was chosen *umpire*. The *farmer's son George* seems a steady *lad*. Uprouse ye, then, my merry, merry *men;* this is our opening *day*. *George*, *John*, and *Henry's* estate was sold without their *father* and *mother's* consent. The fact of my *friend's* leaving changed my plans.

The cheerful *supper done*, with serious face
They round the ingle form a circle wide.

One man in his time plays many parts,
His *acts being* seven *ages*.

Rule XXV. Prepositions govern nouns and pronouns in the objective case; as, I shall go after *him*.

Obs. 1. Two or more nouns or pronouns connected by a conjunction may be governed by the same preposition; as, From *hill* and *dale*. Between *you* and *me*.

Obs. 2. Prepositions generally stand before the words they govern. They never stand before the relative *that*. They are placed after the verb in interrogative sentences, and also when a relative is omitted; as, He has done no harm *that* I know *of*. *What* did you come *for?* Here is the book you are seeking *for*.

Obs. 3. The preposition is often understood. This is the case before words dependent on the adjectives *like*, *worth*, *old*, *high*, *long*, *broad*, *deep*, and others; as, It is *worth* your *while*. The ditch is three *feet deep*.

Obs. 4. A preposition sometimes governs a *clause;* as, Attend *to* what I am saying.

EXERCISES.

1. *Correct where necessary.*—Give that to I. He took the knife from him. You may give it to she, or return it to they. With she I am satisfied, but not with he. I will not act against you and they. Who are you waiting for? Whom did he give the pen to? Who do you live with? Do you know who you are speaking to? Ill reports do harm to them who make them, as well as to them against who they are made. There is no one like he. Divide it between him and her. Who was this made for? Who is she like? Mind who you are speaking to. John ran away from his master and I. Do not speak to him or I just now. Between you and I, the loss is not so great as was expected. There lay a deep ravine between us and the camp.

2. *Parse the words in italics.*—Give it *to James* or *John*. Speak evil *of nobody*. She went *with* her *brother* and *sister*. He was pale *with anxiety* and *fatigue*. The son *of* that *man* is very like his *brother*. *What* are you talking *about?* The child is five *years* old. The stone *from* the *sling* rebounded *from* the *wall*, struck *against* the *trunk of* a *tree near* the *house*, and then *with* a *crash* passed *through* the *window into* the *room*. The road is five *yards* wide. It is not worth the *trouble* and *expense*. *Whom* is he displeased *with?* He is a person *that* I can rely *on*. Like *leviathans* afloat, lay their bulwarks *on* the *brine*. Here is the book you were asking *about*. *Nothwithstanding* his *attention* and *zeal*, the work *in which* he was engaged was not brought *to* a successful *termination*. They had nothing *except* what I gave them. This is nothing compared *with* what he has done. All the air a solemn stillness holds, *save* where the beetle wheels his droning flight.

Rule XXVI. Active transitive verbs and their participles govern an objective case; as, John loves *me*.

Obs. 1. The object (like the subject) may be—
(1.) A **noun**; as, Wellington defeated *Napoleon*.
(2.) A **pronoun**; as, We saw *them*.
(3.) An **adjective** with the definite article; as, We should help *the poor*.
(4.) An **infinitive** or infinitive phrase; as, Scholars should try *to learn correctly*.
(5.) A **participle** or participial phrase; as, They denied *having used the words*.
(6.) A **clause**; as, I believe *that he is innocent*.

Obs. 2. The same verb may have two objectives connected by a conjunction.

Rule XXVII. Neuter verbs may govern the objective case of words of similar meaning; as, He *lived* a virtuous *life*. They *went* their *way*. This construction is called the *cognate objective*.

Rule XXVIII. Neuter verbs may govern an objective case expressing **time** (*how long?*), **space** (*how far?*), **measure** or **quantity** (*how much?*); as, We stayed *two hours*. He walked *five miles*. The parcel weighs *three pounds*.

These nouns, however, may be regarded as governed by some preposition understood; as, We stayed (*for*) two hours.

Rule XXIX. Certain impersonal verbs are followed by an objective case; as, It concerns *us*. It repents *me*. *Me*thinks (= It seems to me).

EXERCISES.

1. *Correct where necessary.*—I saw he and she. The master taught her and they. We heard you and him singing. He I can excuse, but not they. Whom do you think I saw yesterday? You should blame him who committed the fault, not I who am innocent. Who should you love but your parents? He and they we know, but who are you? The master will forgive them who confess their faults. Let you and I take a walk. He who is diligent you should praise. He caused all the persons whom he suspected to be apprehended. Who do you think I met? He is going to be married to I don't know who. Let him and them divide the apple between them.

2. *Parse the words in italics.*—We saw the *Queen* and her *attendants*. Commend the *diligent*, and punish the *idle*. He died a shameful *death*. We remained four *hours*. These *men* and their *companions* he caused to be arrested. This trout weighs a *pound*. I have fought a good *fight*. Let *James* and *you* go together. Bring either *William* or *Mary*. He lived a quiet *life*. The sermon lasted an *hour*. The workman made a *chair* and two *tables*. My brother has bought a *house* and *garden*. It becomes *us* to honour our *father* and *mother*. *Methinks* I see him still.

I have ventured
These many *summers* in a sea of glory.

Rule XXX. The active transitive verbs *ask, give, grant, lend, offer, promise, refuse, send, teach, tell*, and others of like meaning, have two objects, one denoting a *thing* (the direct object), and the other a *person* (the indirect object); as, He asked *me* my *opinion*. The man gave the *boy* a *penny*.

Obs. 1. The indirect object is really governed by a preposition (*of, from, to, for*) understood and not infrequently expressed; as, He gave a penny *to* the boy.

Obs. 2. In the passive voice of these verbs the direct object is retained; as, I was asked my *opinion*.

Rule XXXI. The active verbs *make, appoint, choose, elect*, &c., *name, call, declare, think, deem, consider*, &c., take two objectives denoting the same person or thing; as, They made *him king*. They thought the *boy* a *fool*.

Obs. 1. The two objects may be regarded as in apposition.

Obs. 2. Instead of the second noun, an adjective may occur qualifying the object; as, This made him *angry*. They thought the boy *stupid*.

Obs. 3. These verbs in the passive voice, when finite, have a *nominative* case both before and after them. (See Rule XVI., Obs. 1.)

EXERCISES.

1. *Parse the words in italics.*—The master taught my *sister French.* You may ask *me* any *question.* The father promised his *son* a *knife.* Who showed *you* the *road?* How much *grain* does this field yield *you?* The merchant offered the *man* a situation. Bring *me* an *axe.* Did he grant *him* his *request?* She told my *mother* the whole story. Honest dealing will procure *you* many *customers.* He was paid the full *price.* He was promised a *prize.* Who was asked the *question?* I forgave *thee* all that *debt.* The children were allowed a *holiday.* A handsome present was sent *him.* The money was paid *him* yesterday.

2. They chose *him leader.* The meeting elected *John president.* He called the *boy* a *knave.* *Whom* do you call a *coward?* I have no hesitation in declaring *him* an *impostor.* My *father* was appointed *trustee.* He imagines *himself clever.* She poured the *glass full.* This made *him angry.* I deem your *conduct inexcusable.* Do you consider *that* a good *omen?* He acknowledged *me* his *superior* in that respect.

Then *she* for her good *deeds* and her pure *life*
Was chosen *abbess*, there, an *abbess*, lived
For three brief *years*, and there, an *abbess*, passed
To where beyond these *voices* there is *peace.*

When *I* was *young?* *Ah*, woful *when!*
Ah, for the change *'twixt now* and *then!*
Ere I was *old?* Ah, woful *ere!*
Which tells *me youth's* no longer here.

O'er *fell* and *fountain sheen*,
O'er *moor* and *mountain* green,
O'er the red *streamer* that heralds the *day*,
Over the *cloudlet* dim,
Over the *rainbow's rim*,
Musical *cherub*, *soar*, singing, away!

Rule XXXII. The verb *to be*, and certain neuter and passive verbs, have the same case after them as they have before them; as, I believe *him* to be an *impostor.* He wished *me* to be appointed *overseer.*

Obs. 1. The neuter and passive verbs referred to are those mentioned in Rule XVI., Obs. 1.

Obs. 2. When these verbs are finite the case before and after them is the *nominative* case. (Rule XVI.)

EXERCISES.

1. *Parse the words in italics.*—The people declared the *prince* to be a *man* unworthy of respect. *Whom* do you imagine *me* to be? I wish *John* to be thought an active *boy*. *Whom* did they take *you* to be? I advised *George* to become a *sailor*. They considered the *prince* to be a righteous *ruler*. He has proved a worthy *son* of his father. Who could have expected the *servant* to turn out such a *rogue?* *What* did you advise *him* to become? My friends were anxious for *me* to be elected *chairman*. Be a *hero* in the strife.

Would you have *me* be a *warrior*
Watching in the tented field?

2. *Correct where necessary.*—They believed it to be me. We know it to be they. Who do you think him to be? Whom do men say that I am? Who do you imagine it to have been? He was so like his brother that at first sight I took it to be him. Whom do you fancy me to be? Was it me who said so? I do not know who is to be considered the bravest. I saw a person who I took to be she. If I were him, I would retire. It is not her I am angry with. It is we who are to blame. It was her who told me.

Rule XXXIII. Adjectives qualify nouns or words used as nouns; as, A *good* man. The *great* unknown.

Obs. 1. An adjective with the definite article is equivalent to a noun; as, *The good* alone are great. Idolatry is the worship of *the visible*.

Obs. 2. The noun qualified by an adjective may be understood.

Rule XXXIV. Adverbs are used with verbs, adjectives, or adverbs, to express certain relations of *time*, *place*, *manner*, *degree*, or *cause* and *effect;* as, He came *lately*. He reads *very correctly*.

Obs. 1. *From* should not be used before *hence*, *thence*, or *whence;* as, *Whence* do you come?

Obs. 2. *The* is an adverb in such expressions as "*the* more *the* merrier."

EXERCISE.

Parse the words in italics.—The *rolling* mountains of the *deep* obey *Thy strong* command. The *cleverest* are *sometimes* deceived by the *unscrupulous*. It was *pleasant* to see *how carefully* the *little* boy led the *blind* man across the *rough* road. *The harder* he works, *the poorer* he becomes. A *resolute* "I will try" has done wonders. Get thee *hence*. We shall *soon* see whether his *oft-repeated* promises will be kept. *Always* try to act *honestly*. *Why*

was *so wet* a day chosen for the trip? For them *no more* the *blazing* hearth shall burn. You should come *earlier*. The harvest is *earlier* than we expected. *The sooner* you leave *the better*. The *rocky* ledge runs *far* into the sea. I have *never before* read *so beautiful* a story. He ran *very fast*. We had not gone *far* when a *loud* "Who goes *there?*" *suddenly* startled us. *Your Latin* exercise is *exceedingly well* done.

Under a *spreading* chestnut tree
The *village* smithy stands;
The smith a *mighty* man is he,
With *large* and *sinewy* hands,
And the muscles of *his brawny* arms
Are *strong* as *iron* bands.

Rule XXXV. When two objects are compared, the comparative should be used, and when more than two, the superlative; as, This is the *better* of the two. Jane is the *cleverest* of the three.

Obs. 1. Comparatives and the words *other*, *rather*, *else*, *otherwise* are followed by the conjunction **than**; as, He is wiser *than* I. He would *rather* be a soldier *than* a sailor. **Of** is used after the comparative when choice is implied; as, That is the better *of* the two.

Obs. 2. Comparison is also denoted by **as** (*adverb*) followed by **as** (*conjunction*); and in negative sentences by **so** (*adverb*) followed by **as** (*conjunction*). He is *as* tall *as* you. She is not *so* frank *as* her sister.

Rule XXXVI. Double comparatives and superlatives should not be used; as, The *more better* course, should be, The *better* course.

Obs. Some adjectives from the nature of their signification do not admit of comparison. Such are *almighty*, *certain*, *chief*, *circular*, *square*, *dead*, *empty*, *perfect*, *supreme*, &c. Instead of "He is *more perfect* than you," say, "He is *nearer perfection* than you."

EXERCISES.

1. *Correct where necessary.*—James is the youngest of the two. William is taller than I. Peter is the wittiest of the three. The elephant is the largest of all land animals. Mary Queen of Scots was the more beautiful woman of her time. The Amazon is the most largest river in the world. You are not as clever as he. The lesser share fell to James. Which is the more useful metal, gold, silver, or iron? My aunt is ten years older as he. You rise earlier than she. They know French as well as he, but he has a better knowledge of Latin nor they. He is not as tall as she. There is

no other way but this. My brother can run more faster than she. I have little more besides this to tell you. He is the chiefest among ten thousand. Your garden is squarer than ours. His story is more certain than yours. This is the most perfect of the exercises. The most purest gold is found in Australia.

Of two such lessons why forget
The noblest and the manliest one?

2. Of two evils choose the least. This was the most unkindest cut of all. Which is the prettiest of the two? How much more older art thou than thy looks! The victor gains no other glory but the greatest pains. Which is the simpler of these two exercises? There are three; and the first is the simpler. His conduct is worser far than yours. I have a more complete set of instruments than you. Is this the smallest of the four? God is most infinite and eternal. The emptiest pitcher makes the most noise. Have you no other pen besides this? That accusation is most untrue. This is the more valuable book of all your collection.

Rule XXXVII. A noun or pronoun after *than* or *as* is either the nominative to a verb, or the objective after a verb or preposition understood; as, He is taller than I (*am*). She loves him better than (*she loves*) me. You are as clever as she (*is*).

Obs. 1. Usage allows whom instead of who after *than;* as, Cicero than *whom* a greater orator never lived, was put to death.

Obs. 2. Whenever a noun or pronoun occurs in an incomplete clause or sentence, its case must be determined by supplying the words omitted; as, Who wrote that? John (*wrote it*). Good morning, sir = I *wish you* good morning.

EXERCISES.

1. *Correct where necessary.*—I would rather give it to you than him. William is taller than me. He is more diligent than she. Can you write as well as him? James is a greater gainer than I by the bargain. They would rather go with us than them. He is younger than me, but I am stouter than him. Jane is not so clever as she. They are greater losers than us. I am as old as him. The work will be better done by you than her. Who did that? Him. Who is that at the door? Me. We rise earlier than they. It is not for such as us to sit with the rulers of the land. There were a thousand in the army who could have done it as well as him. You have helped me oftener than he. You have helped me oftener than him. You do not read so well as I. I have not written so much as her.

The nations not so blest as thee
Must in their turn to tyrants fall.

2. *Parse the words in italics.*—A *horse!* my *kingdom* for a horse! You are much wiser than your *brother*. The master loves me better than *you*. What is this boy's name? *Peter*. Do you like your father as well as your *mother?* Do you like music better than *dancing?* This boy is not so smart as his elder *brother*. She takes greater care of her books than *Jane*. We have fished in that stream oftener than *you*. This hillock is higher than *that*. I would rather trust you than *David*. The field will be better ploughed by the farmer than his *son*. He is more enraged at John than *you*. A warm *day*, gentlemen! I would rather have a *pen* than a *pencil*.

Rule XXXVIII. Adjectives should not be used as adverbs, nor adverbs as adjectives; as, "Speak *correct*," should be, "Speak *correctly*." "The *then* king," should be, "The king *then reigning*."

Obs. An adjective is used with certain verbs when we wish to denote the quality of the subject or object as seen in the act, rather than the quality of the act itself. The adjective is thus used—

1. After certain neuter verbs, as, *be, seem, appear, look, feel, become, grow, get, run, go, sit, stand, live, die, sound, taste, turn, prove*, &c.; as, She looks *beautiful*.

2. After the active and passive voices of the verbs *make, name, call, declare, pronounce, deem, fancy*, &c.; as, Do you call John *clever?*

3. After certain transitive verbs to express the result of the action in regard to the object; as, Rub your hands *warm*.

After neuter and passive verbs the adjective so used qualifies the subject; after active verbs it qualifies the object.

Exercises.

1. *Correct where necessary.*—I cannot say the rule correct. Do not speak harshly to the child. Write as neat as you can. We saw the water clearly. It looked clear. I slept very sound last night. These trees are remarkable tall. The lesson is exceeding well done. The down train will pass immediately. I scarce think he heard me. They acted noblest of all. I wish you a soon and prosperous voyage. The enemy stood firm as a rock. He would have done it independent of your help. Sit quiet. This wine tastes sour. The rose smells sweetly. Our friends arrived safe. The moon shines bright. Saturday is the soonest day I can go. Wash that handkerchief clean. The house appeared strange to me. Run quick. The boy behaved rudely to his parents. He sang as merry as a lark. Slow and sad we laid him down. The scene looked sad and strange. Some men are born great.

Idle after dinner in his chair
Sat a farmer, ruddy, fat, and fair.

2. *Parse the words in italics.*—The silk was dyed *black.* They declared him *guilty.* The rose smells *sweet.* He shot the bird *dead.* That proved *very unfortunate.* It feels *cold.* It sounds *grand.* The horses run *wild. Uneasy* lies the head that wears the crown. I found the way *easy.* I found the way *easily.* He thought his position *secure.* The rope was made *fast.* He drank the glass *empty.* The place was found *deserted.* This seems *strange.* They lived *happy* in their lowly cot. The good news made me *happy.* The army has returned *victorious.* Home they brought her warrior *dead.*

Exercises on the Preceding Rules.

1. *Correct the following sentences:*—

It was her who bought the goods, but it was him who paid for them. Of the six exercises, his has the fewer mistakes. Him watching, all the others went to sleep. It was her who told me. I saw one who I took to be she. He invited my brother and I to dine with him. England imports merchandise from the most remotest parts of the earth. He got no other reward but thanks. He writes much neater than her. Withhold not good from they to who it is due. Who do you think I saw on the road? Whom do you think met me on the road? From hence arose the quarrel. John has grown exceeding tall. The then king was a weak monarch. She is in a higher class than me. Jane helps her mother more than her. Did you sleep sound last night? A more braver action was never performed. Her exercise is completer than yours. They would rather go with you than we. Let her sit between you and I. He who offends, I shall certainly punish. My brother can run faster than thou. The then bishop of London, Dr. Laud, attended on his majesty.

2. *Correct mistakes (if any) in the following sentences:*—

This was the most unkindest cut of all. Who should I meet the other day but my old friend? The town consists of three distinct portions, of which the western one is by far the larger. My son is to be married to I know not who. Those sort of games are good exercise. The violet smells sweet. I cannot tell who to compare them to. If this be him we mean, let him beware. Many a Frenchman, German, and American are to be found in London. Money, and not empty thanks, are due to the finder. The sun shines bright in the cloudless sky. The House of Commons has, with becoming dignity, supported their own privileges. Was you there? Who do you think it was? James and him should not have said so. The council intend to adhere to its former decision. The army which was sent against the rebels has lost their general. Who did you expect to see here? As neither Thomas nor John are going, let you and I go. Which is the greatest of the two?

3. *Parse the words in italics:—*

The monarch saw and shook,
And bade *no more* rejoice;
All bloodless waxed his look,
And *tremulous* his *voice.*

A cloud lay *cradled* near the setting *sun,*
A gleam of crimson *tinged* its braided *snow:*
Long had *I* watched the glory *moving on*
O'er the still *radiance* of the lake *below.*
Tranquil its spirit seemed, and floated *slow!* *
Even in its *very* motion there was *rest;*
While every breath of eve that chanced to blow
Wafted the traveller to the beauteous *west.*
Emblem, methought, of the departed soul!
To whose white robe the gleam of bliss is given;
And by the breath of mercy *made* to roll
Right onward to the golden gates of heaven,
Where to the eye of faith it *peaceful* lies,
And tells to man his glorious *destinies.*

Rule XXXIX. The relative agrees with its antecedent in gender, number, and person; as, The man *who* came. The dog *which* ran away.

Obs. 1. The *case* of the relative depends upon its relation to some word in its own clause; as, The man *whom* we *saw* yesterday has sailed for America. The man *who saw* us told the master. The woman *whose child* is dead has left the village. Can you guess *who* I *am?*

Obs. 2. Who refers to *persons.* Which refers to *animals, lifeless things,* and *collective nouns* when they denote unity of idea. That refers to *persons* and *things.* What (=*that which, those which*) is used when the antecedent is suppressed.

Obs. 3. As is used as a relative after *same* and *such.* But has the force of a relative in certain constructions involving a negative: as, This is the *same* book *as* I saw before. *Such as* are virtuous are happy. There is no spot *but* has its charms (i.e., *which* has *not* its charms).

Obs. 4. When the relative is in the objective case it is often omitted; as, Is this the book you want? (=*which* you want).

Obs. 5. The antecedent is sometimes omitted; as, Who (=*he* who) steals my purse steals trash.

Obs. 6. The relative *which* may have a clause as its antecedent; as, The child attempted to cross the river, *which* very much alarmed his mother.

EXERCISES.

1. *Correct where necessary.*—The ship who sailed from Liverpool was lost. Show me the trees which you planted. The crimes

* In poetry, adjectives are frequently used instead of adverbs.

whom he committed were pardoned. The person of which you spoke was never in my house. What shall I say to him which shall ask me? Let the reward be given to her who deserves it. The books which I bought have gone amissing. The trees whom he planted in Spring have all died. The party which I attended was very agreeable. The clergy which opposed the measure were sincere in their opinion. The family with whom I live has gone to the country. Have you seen the horse whom I bought? The army which was sent against the rebels has returned victorious.

Obs. 7. If a nominative come between the relative and the verb, the relative is governed by the noun or verb that follows it, or by the preposition that goes before it.

2. *Parse the words in italics.*—The boy *whose* book *is lost has gone* to seek it. He *who lives* the longest *sees* the most. *Who steals* my purse *steals* trash. *Whom* do you serve *under?* This is the best medicine *that* I know *of*. Charles then dissolved the Parliament: *which* was his favourite plan for meeting their demands. The *woman that* we *saw is* anxious to return. The *disease* he labours *under* is not fatal. The *man* to *whom* I applied *has* not *answered* me. *Such as* are diligent *will be rewarded*. There is no schoolboy in Scotland *but* has heard of Wallace. They seemed to be quarrelling; *which* I thought strange. *Whom* the gods love, *die* young.

There is a book, *who runs may read*,
Which heavenly truth imparts.

There breathes not a clansman of thy line
But would have given his life for thine.

Rule XL. The relative **that**, referring to both persons and things, may generally be used instead of *who* or *which*.

It should be so used in the following cases:—

(1.) After the interrogative *who;* as, Who *that* has any self-respect would be guilty of such an action?

(2.) After *some, any, each, every, all, only*, and adjectives in the superlative degree; as, He gave him all *that* was left. He was the first *that* came.

(3.) After two antecedents, one requiring *who* and the other *which;* as, The man and the horse *that* were seen on the road.

Obs. 1. To prevent ambiguity, **that** should always be used instead of *who* or *which* when the relative clause is *restrictive*; i.e., when it indicates precisely the particular person or thing denoted by the

antecedent. In the sentence, "We met the boy *that* told us the story," the relative clause restricts or points out the particular boy intended: whereas, "We met the boy *who* told us the story" means, "We met the boy, *and he* told us the story."

Obs. 2. *That* never follows the preposition that governs it; as, There is the house *that* you were speaking *about*.

EXERCISE.

Correct where necessary.—Who, who has the spirit of a man, would submit to such treatment? This is the worst paper that I ever used. I shall send you the best which I can procure. He was the best speaker whom I ever heard. Age, that lessens the enjoyment of life, increases our desire of living. Uneasy lies the head which wears the crown. Your brother was the only boy that came. I love everything which is old. All the apples which remain belong to me. I met the workman who gave me an account of the accident. Where are the shepherd and the dog which were here yesterday? That is all which I have to say in his favour. Solomon was the wisest man that ever lived. That is the only fault for which I can blame him. He had no friends that he could apply to. The cat, which you despise so much, is a very useful animal. Many are the men and countries which I have seen since I left England. Who that has examined him can doubt his innocence? The age in which we live is remarkable for progress. Any person who comes is made welcome.

Rule XLI. When the relative is preceded by two antecedents of different persons, it agrees in person with the one next it; as, You are the person *who is* to blame.

Obs. The compound relatives **what**, **whatever**, **whatsoever**, always represent two cases—two *nominatives*, two *objectives*, or a *nominative* and an *objective*.

Whoever, **whoso**, **whosoever** (= *he who*) always represent two *nominatives*.

EXERCISES.

1. *Correct where necessary.*—I am the person who have charge of this. Thou art a man who art respected by everybody. Thou art a friend who has often relieved me. Thou art one who wilt never desert me. I am the man who has been selected. You are a pupil who deserves reward. I am a person who do not care for worldly honour. Am I a soldier who deserts his chief? Art thou a pilot who tremblest when the wind blows? You are a shepherd that neglects his flock.

2. *Parse the words in italics.*—He is *what* he seems to be. Things are not *what* they seem. *What* is not foreseen cannot be averted. I do not know *what* he said. *What* he earned he spent. He knows *what's what*. He did *what* was required of him.

Whatever gives pain to others should be avoided. Do *whatever* you are inclined to do. *Whatever* he undertakes he leaves unfinished. Give him *whatsoever* he shall ask. *Whoever* wishes to live happily must depart from evil. *Whosoever* will may enter. *Whoso* findeth wisdom findeth life.

What in me is dark
Illumine; *what* is low, raise and support.

Rule XLII. One verb governs another in the infinitive mood; as, I wish *to learn.*

Obs. 1. *To*, the sign of the infinitive, is omitted after the verbs *bid*, *let*, *dare* (except when it means *to challenge*), *feel*, *hear*, *make*, *see*, *behold*, *observe*, *perceive*, *would have*, and *need not;* but after the passive voice of these verbs the sign of the infinitive is commonly retained; as, I *bid* my servant *do* this. The child was observed *to fall.*

Obs. 2. *To* is also omitted when the infinitive is governed by the preposition *but;* as, He does nothing but *play.*

Obs. 3. Never use *for* before the infinitive.

Rule XLIII. Verbs of *desisting*, *omitting*, and *avoiding* take a present participle after them instead of an infinitive; as, They ceased *fighting.*

Obs. 1. After verbs denoting the operation of the senses (*hear*, *see*, *feel*) either the participle or the infinitive may be used; as, I feel my heart *beat* (or *beating*).

EXERCISES.

1. *Correct where necessary.*—We ought act justly on all occasions. He was obliged to yield. I will make him to do it. I have heard my father to say so. You need not trouble yourself in the matter. I dare not do it. He dared me to do it again. We have done nothing but laugh since he came in. Avoid to give offence. They have done speaking at last. What went ye out for to see? I felt him to touch my hand. We saw him come. Did you hear the child crying? I saw him climb the wall. He has come for to tell you important news. I would have you to take care of your health. Leave off talking. He omits giving an account of his actions. He needs not to despair. We observed him leave the boat. Would you have me to desert my friends? I have resolved visit that country. I saw the bird fly across the field. Let him to go alone. The doctor was sent for to see the patient.

Obs. 2. The infinitive is sometimes far removed from the verb that governs it; as, *Let* those who witnessed the boy's conduct *inform* his parents.

2. *Parse the words in italics.*—Man was made *to mourn.* Let him not *forget* another time. The captain commanded the sailors *to leave* the ship. I dare *do* all that may become a man. He has given up *keeping* company with me. He should have avoided *treating* with such people. Did you see John *come* over the wall? Let him that thinketh he standeth *take* heed lest he fall. Let them *leave* at once. Now leave *complaining*, and begin to *smile.* She can do nothing *but weep.*

> Here will we sit, and let the sounds of music
> *Creep* in our ears.

> The oak leviathans whose huge ribs make
> Their clay creator the vain title *take*
> Of lord of thee.

Rule XLIV. The infinitive is used after nouns and adjectives to denote purpose or fitness, and is then equivalent to a verbal noun governed by *for;* as, A house *to let* (=*for letting*). Hard *to tell.*

This is called the *gerundial infinitive.*

Obs. 1. The gerundial infinitive is also used after *verbs* to denote purpose; as, I went *to see* him.

Obs. 2. The infinitive, like the participle, is often used absolutely; as, *To speak the truth,* I do not believe him.

Rule XLV. The present infinitive, and not the perfect, should be used after a past tense; as, I intended *to write* (not *to have written*).

EXERCISE.

Correct where necessary.—It was their duty to have informed me of that arrangement. I wished to have visited Melrose. I was anxious to have seen him. When at school, I wished to learn French. This would have caused them to have altered their opinion. I thought your brother was to have been invited to the party this evening. It was my intention to have gone to Germany last summer. It would have been hard to say who was most to blame. She was willing to have gone, but her friend would not promise to accompany her. It would have been quite proper for you to have informed me. When did you intend to leave? I intended to have left yesterday.

Rule XLVI. The past participle, and not the past tense, should be used after the auxiliary verbs *have* and *be;* as, He has *broken* the cup. The exercise is *written.*

Exercises.

1. *Correct where necessary.*—I have *forgot* my book. He has come to-day. Where has he went to? She has sang the same song very often. He has *forsook* all his former companions. The French language is spoken in all countries. Ann has wrote the exercise well. The river has overflown its banks. The bird has flowed over the house. The lake is frozen over. You should have rose earlier this morning. Truth, like a torch, the more 'tis shook, shines. You have not yet showed me your prize. The book has been stole. Could he have swum across the river? Jane has tore her frock. He has trod down the grass. Has the stone been properly hewed? Who was bid go?

2. *Parse the words in italics.*—It is pleasant to *see* the sun *rise*. Are you quite ready *to go*? *Let us* now *go* home. Leaves have their time *to fall*. He has too much money *to spend*, and too little work *to do*. She gave me a book *to read*. We often find it difficult *to keep* our temper. Did you see him *fall* from his horse? They bade me *run* for the doctor. Let all that wish *to enter* the higher class *stand* out on the floor. *Bid* the man that brought the parcel from the station *call* at my house to-night.

> How oft the sight of means *to do* ill deeds
> Makes ill deeds *done*.

Rule XLVII. The Indicative is used in making a direct assertion or in asking a direct question; as, John *stands* there. *Has* he *written* his exercises?

Observations on Shall and Will.

Obs. 1. To denote simple futurity shall is used in the first person, and will in the second and third; as,

I shall go.	We shall go.
Thou wilt go.	You will go.
He will go.	They will go.

Obs. 2. Will* denotes intention or determination on the part of the subject, as a *free agent* having the power to do as he pleases in the matter. It implies the absence of all external pressure.

Shall, on the other hand, denotes that the subject is acting under the influence of outward circumstances, or under the control of another's will; as, I *shall have* to punish him (i.e., *circumstances oblige me to do so*). Thou *shalt* not steal (*implying that the subject is under the control of authority*).

Obs. 3. In interrogative sentences referring to the future, shall only is used in the first person, and shall or will (with different meanings) in the second and third; as,

* The following excellent rule has been laid down for the use of shall and will: "Will expresses the idea of the future, depending upon what is *internal*—*i.e.*, upon the will of the subject; Shall expresses the idea of the future, depending upon what is *external*."

Shall I (*or* we) go? = May I (*or* we) go?
Shall you go? = Will circumstances permit you to go?
Will you go? = Are you willing to go?
Shall he go? = Will you permit him to go?
Will he go? = Is he willing to go?

EXERCISE.

Fill up the blanks with shall *or* will.—I ..... go to town to-morrow. I fear that I ..... lose the train. I ..... be at home to-night; ..... you pay me a visit then? I ..... be thirty years old next June. If you persist in disobeying me, I ..... punish you. ..... I wait till your return? I ..... be obliged to you, if you ..... lend me the book. We ..... be under the necessity of leaving to-night. You ..... hear from me soon. ..... I send you a little of this pie? Thou ..... love thy neighbour as thyself. Do you think he ..... come? We ..... be at a loss how to dispose of our time. I ..... be at Holyrood, and so ..... you and James. I ..... be drowned, and nobody ..... help me. He promises that his part ..... be fulfilled. ..... John be there? ..... the servant bring your umbrella? ..... there be a large meeting to-morrow? When ..... we see you? I hope I ..... have the pleasure of meeting you soon. How ..... you be employed on Monday? I ..... be in Edinburgh. ..... we have a holiday to-morrow? ..... James go with me?

Obs. 4. **Should** and **would** follow the same rules as **shall** and **will**,—**should** being used when the subject is represented as under influence from without, and **would** when the effect is dependent on the speaker's will.

EXERCISE.

Fill in the blanks with should *or* would.—I ..... have passed you had you not spoken. I ..... be surprised if he did so. Were he to leave, I ..... be under the necessity of reporting his conduct. Were he to do such a thing now, he ..... be banished from the country. I ..... be delighted, if he ..... come. Were he more diligent, he ..... be more successful. ..... he not perform his exercise? We ..... never disobey our parents. They ..... not forget their lowly origin. I ..... be glad to know where he has gone. ..... you have done the same under the circumstances? I think I ..... Do you think he ..... write to his father? I promised that I ..... send him money. I am astonished that he ..... blame me in this matter. He ..... not destroy his book.

Rule XLVIII. The Subjunctive Mood * is used in a

* The Subjunctive Mood has no inflections to mark the persons; *i.e.*, all the persons, singular and plural, have the same form. The only exception is *thou wert*. The forms of the Subjunctive Mood are now seldom employed, their place being supplied by the use of the auxiliary *should;* as, If it *should rain* (or *should it rain*), we shall not set out.

dependent clause when *uncertainty* and *futurity* are *both* implied; as, If it *rain* to-morrow, we shall not set out.

Obs. 1. **If, though, although** govern the *Indicative* when *certainty* is implied, and the *Subjunctive* when the clause is a *mere supposition;* as,

If he *is* gone (*as is the case*), I must follow him.
If he *be* gone (*as may be the case*), I must follow him.
Though he *runs* (*as is the case*), we shall overtake him.
Though he *run* (*as may be the case*), we shall overtake him.

Obs. 2. The Subjunctive is used—

(1.) In clauses beginning with **if, though, although, unless, except, provided, in case, suppose, whether,** when *uncertainty* and *futurity* are *both* implied; as, Unless he *come* soon, he will not be admitted.

(2.) In clauses beginning with **as if** (or **as** used for **as if**), **as though, even if, even though,** which necessarily imply *doubt;* as, He looks as if he *were* ill.

(3.) After **lest** or **that** preceded by an imperative; as, See that thou *do* it not. Let him take care lest he *fall.*

(4.) To express a wish contrary to the fact; as, I wish he *were* here! (*which he is not*).

Obs. 3. The past tenses of the subjunctive may assume an inverted form, **if** being omitted; as, *Were* I rich, I would travel abroad. *Had* he *come*, he would have seen me.

EXERCISES.

1. *Correct the following sentences.*—If he is attentive he will improve. If he does not exert himself, he will never be respected. Though he falls, he shall not be utterly cast down. Though he comes, he will not be admitted. Would he was here! I will not let thee go, except thou blessest me. Love not sleep, lest it brings thee to poverty. Let him beware lest he makes the same mistake. See that he attends to his lessons. Though he occupy an exalted station, yet he is always humble. If he think to deceive me, he is mistaken. Though he was my friend, I would reprove him. Though he were my friend, I reproved him. Unless he be much improved, he is unfit for the office. Though he were rich, yet for our sakes he became poor. He cannot be clean, unless he washes himself. If he injures me, he will hurt himself. If he be sincere, I am satisfied. Was I ever so rich, I should not give him anything. I wish he was away. Suppose he was present, what would you say? The fox lay as though it was dead. Even if he asserts it, we cannot believe it.

2. *Parse the words in italics.*—Except ye *repent*, ye shall all likewise perish. Though they *wear* fine clothes, they are not wealthy. Though we *came* early, we were not admitted. Though they *came* early, they would not be admitted. Tell them to take care lest they *break* the glass. *Had* you *seen* it, you would have been surprised. Unless they *make* haste, they will miss the train.

They would not go, even if they *were invited*. Our friends will come, provided they *receive* an invitation. He starts as if he *saw* a spirit. Though he *arrived* in time, I was not there to meet him. Though he *arrived* in time, I would not go to meet him.

> Have by some surgeon, Shylock, on your charge,
> To stop his wounds lest he *do bleed* to death.

Obs. 4. The past tenses of the Subjunctive sometimes occur in principal clauses instead of *should* (*would*), *should* (*would*) *have;* as, It *were* tedious (= it *would be* tedious) to enumerate the causes. I *had fainted* (= I *should have fainted*), unless I had believed to see the goodness of the Lord.

Exercise.

Parse the words in italics.—

> '*Twere* long to tell and sad to trace
> Each step from splendour to disgrace.

> "I've lost a day"—the prince who nobly cried,
> *Had been* an emperor, without his crown.

> Another sight *had seen* that morn,
> From Fate's dark book a leaf *been torn*,
> And Flodden *had been* Bannockbourne.

> You know that you are Brutus that speak this,
> Or, by the gods, this speech *were* else your last.

> If '*twere done*, when 'tis done, then '*twere* well
> It *were done* quickly.

Obs. 5. When a dependent verb that appears to be in the past indicative refers to *present* or *future* time, it is in the past *subjunctive;* as, Would the night *were come!* (*now*). He would be welcome, if he *came* (*now* or *to-morrow*).

Exercise.

Parse the words in italics.—O that those lips *had* language! He walks as if he *were* lame. O that a Brutus *were living* now! Suppose that our father *became* sick, what would be our fate? Even if he *told* me himself, I would not believe it. I would the plain *lay* in its tall old groves again. *Were* I again from bondage free, I'd never sell my liberty. Though he *tried*, he would not succeed. He speaks as if he *regretted* his misconduct.

> I will obey, not willingly alone,
> But gladly as the precept *were* her own (*as* = *as if*).

Obs. 6. **Ere, before, till, until** are now generally used with the Indicative Mood. They were formerly used with the Subjunctive, especially by the poets and dramatists, when uncertainty and futurity were implied.

EXERCISE.

Parse the words in italics.—I'll fight, till from my bones the flesh *be hacked.* Fret, till your proud heart *break.* I pardon thee thy life before thou *ask* it. Wait till the courier *arrive.* Until he *repent,* he will not be forgiven. O father, bless me ere thou *die!*

And, all his prospects brightening to the last,
His heaven commences ere the world *be past.*

I will not be afraid of death and bane
Till Birnam forest *come* to Dunsinane.

And down she sucked with her the whirling wave,
Like one who grapples with his enemy,
And strives to strangle him before he *die.*

The meteor flag of England
Shall yet terrific burn,
Till danger's troubled night *depart,*
And the star of peace *return.*

He lived, for life can long be borne
Ere sorrow *break* its chain.

Rule XLIX. Some conjunctions are followed by corresponding conjunctions:

Though requires **yet**; as, *Though* he is poor, *yet* he is respected.

Either requires **or**; as, *Either* you *or* I must go.

Neither requires **nor**; as, He *neither* reads *nor* writes.

Both requires **and**; as, *Both* he *and* they were present.

Whether requires **or**; as, *Whether* he come *or* stay.

Obs. 1. In poetry *or* is sometimes used for *either*, and *nor* for *neither;* as, *Or* sun *or* moon. *Nor* eye *nor* listening ear.

Obs. 2. The adverbs *as* and *so* are followed by the conjunction *as* or *that:*

As—as (comparison of *equality*); as, John is *as* clever *as* James.

So—as (comparison of *extent* or *degree*); as, John is not *so* clever *as* James. *So* far *as* I am able.

So—that (*consequence*); as, He is *so* deaf *that* he cannot hear.

Exercise.

Parse the words in italics.—His raiment was *as* white *as* snow. He is not *so* tall *as* you. He speaks *so* loud *that* every one can hear him. *As* the tree falls *so* it must lie. *As* three is to six, *so* is four to eight. Run *as* quickly *as* you can. She does not read *so* well as Jane. He is *as* rich *as* he wishes to be. The water is *as* clear as crystal. *As* thy days *so* shall thy strength be. *As* a man lives *so* he dies.

Though I have heard the report, *yet* I cannot credit it. *Either* you *or* he must help me. He would *neither* read the story *nor* allow me to read it. *Both* James *and* Mary are here. *Whether* they be young *or* old, they must leave. *Or* by the lazy Scheldt *or* wandering Po. *Nor* this a good *nor* that a bad we call.

Rule L. Conjunctions connect the same cases of nouns and pronouns; as, Let *him* and *me* go.

Conjunctions generally connect the same moods and tenses of verbs; as, John *reads* and *writes* well.

Obs. When conjunctions connect different moods or tenses, the subject should be repeated; as, He *may return*, but *he will* not *remain*.

Exercises.

1. *Correct where necessary.*—George and her have gone to Glasgow. He and me are willing to obey you. Between you and him there is not much difference. Let him and I be diligent. There were none present but you and I. My father and he are old friends. My cousin and them took a walk together. You and us enjoy good health. Him and she were nearly of the same age. She sings and danced well. The boy spoke and acted in a very unbecoming manner. Did he not tell you his fault, and entreated you to forgive him? Professing friendship, and to act differently, mark a base mind. He was once rich, but now poor. Rank may confer power, but will not ensure happiness.

2. *Parse the words in italics.*—Let *John* and *you carry* the parcel. His *brother* and *he* brought six *pears* and two *plums* from the garden. The *father*, *mother*, and *child* are all well. The *minister* and his *family* lost all their *books* and *clothes* and many valuable *papers*. *James* and *William* have forsaken their *home* and *friends*. Crowds of *men*, *women*, and *children* arrived from every *town* and *village* in the neighbourhood.

The bleak *wind* of March
  Made her *tremble* and *shiver*,
But not the dark *arch*
  Or the black flowing *river*.

Far other *light* than *that* of day *there shone*
Upon the travellers, entering Padalon,

Rule LI. Two negatives should not be used in the same sentence when negation is intended; thus, I will *not* give *no* more, *should be*, I will give no more, *or*, I will not give more.

Obs. 1. Two negatives are sometimes elegantly employed to express a positive assertion; as, The pilot was *not un*acquainted with the coast.

Obs. 2. *Ever* expresses *time* and *degree*, *Never* expresses *time* only; as, *Ever* so much. Do you *ever* bathe? Seldom or *never*.

EXERCISES.

1. *Correct the following sentences.*—I cannot walk no farther. It is not no unusual thing. We have not done nothing but what we were obliged to do. The boy has such a bad memory that he cannot remember nothing that is told him. My master will not by no means permit me to go. Thou shouldst not do no harm to thy neighbour. The house does not afford no accommodation. Let him do never so much, he cannot please his master. He is seldom or ever to be seen. Were their opportunities never so favourable, they would not improve them. He has not tasted no food to-day. Let me ask never so much, he always refuses me. I have not done no work to-day. I never did repent of doing good, nor shall I not now. There cannot be nothing baser than treachery. He would not have none of my assistance.

2. *Parse the words in italics.*—These lessons must be prepared, *were* they *ever so difficult*. Though he *urge* me *ever so strongly*, I will not go. He is *seldom* or *never* unemployed. Did you *ever* visit London? *Never*. He walked there in *less than* an *hour*. It is *no* uncommon thing *to see* him *walking* along the road. *Whom* do you suppose *me* to be?

Rule LII. The insertion or omission of the Article depends upon the meaning to be conveyed.

Obs. 1. A noun without an article is taken in its widest sense; as, *Man* is mortal (i.e., *all mankind*). *Gold* (i.e., *all gold*) is precious.

Obs. 2. When two or more nouns describe the *same person* or *thing* the article is used before the first only; as, *The* clerk and treasurer (*one person*). *The* wooden and iron bridge (*one bridge*).

But if *different* persons or things are meant, the article is used with each; as, *The* clerk and *the* treasurer (*two persons*). *The* wooden and *the* iron bridge (*two bridges*).

Obs. 3. Since the indefinite article denotes *one thing of a kind*, it must not be used to denote the *whole kind*. Thus, instead of, The terrier is a kind of *a* dog, *say*, The terrier is a kind of dog.

Obs. 4. In sentences denoting comparison, the omission of the indefinite article before the latter noun confines both nouns to the same subject; thus,

John would make a better sailor than *soldier* = John would make a better sailor than *he would make a* soldier.

John would make a better sailor than *a soldier* (i.e., *than a soldier would make*).

Obs. 5. The omission of *a* before *few* and *little* materially affects the meaning; as, He has *a little* money (i.e., *some money*). He has *little* money (i.e., *not very much money*).

Exercises.

1. *Correct the following sentences.*—The money is the root of all evil. The silver is more valuable than the brass. The anger is a short madness. The ingratitude is a detestable vice. The wisest and best men sometimes commit errors. The good and bad often meet together. The air, earth, and water teem with life. The fear of shame and desire of approbation prevent many bad actions. He was the open and the avowed advocate of this measure. The unicorn is a kind of a rhinoceros. I saw a black and white man walking together near the church. The father and mother left home. The friend and the companion of my boyhood has just died. We have seen the son and the heir of this nobleman. He is a wiser and a better man than his brother. The north and south poles are wide asunder. Lord Jeffrey, a famous scholar and a critic, has made this observation. Anger is a sort of a madness. The rich and poor meet together.

2. *Explain the following sentences, and parse the words in italics.*—He is a better dancer than *singer*. He is a better dancer than *a singer*. Few persons really believe it. A few persons really believe it. He thought *little* about it. He thought *a little* about it. Charles is a better soldier than *scholar*. Charles is a better soldier than a *scholar*. John has a black and white rabbit. John has a black and a white rabbit. Bring me the wide and shallow box. Bring me the wide and the shallow box.

Order of Words.

Rule LIII. The Subject is placed before the verb; as, The *horse* runs.

Obs. The Subject is placed after the verb or its auxiliary—

(1.) In questions not beginning with an interrogative pronoun in the nominative case; as, Does *the horse* run fast?

(2.) With the imperative mood; as, Come (*ye*).

(3.) With the expression of a wish or exclamation; as, May *you* be happy. Long live *the Queen!*

(4.) When the conjunction *if* is understood; as, Were *I* in health, I would accompany you.

(5.) After *neither* and *nor* meaning *and not;* as, The sun went down, *nor* ceased *the carnage* there.

(6.) With verbs used parenthetically; as, Come, said *the boy*, let us go to the river.

(7.) For the sake of emphasis; as when the sentence begins with an emphatic word or phrase, or with the adverbs *here, there, hence, thence, then, thus,* &c.; as, Rich and rare were *the gems* she wore. Here will *I* take my stand.

EXERCISE.

Point out the Subject.—Where have you been? Should I succeed, you will share the prize. Never will I spend my time in such follies. Thus can I vanquish my enemies. This was his fear, nor was the apprehension groundless. Well, exclaimed he, have you succeeded? There shall be no night there. After the infantry marched the grenadiers, then followed the cavalry. Low lies his head. Had I known that, I might have delayed my departure. Make no rash promises. Are the flowers pretty? There are many cherries on the tree. Hushed are all those merry voices. Slowly came the ruddy dawn. Whose copy did the girl use? Rise up. May no tempest shatter thy frail bark! They toil not, neither do they spin. He did not come, nor did he send any excuse. Did the farmer sell his corn? I see plainly, replied his father, that you do not intend to perform your promise. Blessed are the merciful. How despicable does vanity render its possessor!

Rule LIV. The Object is placed after the verb; as, Robbers plundered *the travellers.*

Obs. The object is placed before the verb—

(1.) For the sake of emphasis; as, *Silver* and *gold* have I none.
(2.) When it is a relative or interrogative pronoun; as, This is the man *whom* we saw.

EXERCISE.

Point out the object.—Money I cannot give you. The house that he built was very elegant. This conduct I must distinctly condemn. James I know, but who are you? Life every man holds dear. These persons we know very well. A pardon offered on such conditions he was not inclined to accept. The bridge which you see leads to the town. Them that sin, rebuke sharply. The answer that you gave pleased the master. Them that honour me, I will honour. The book you may leave, but you must remove the slate from the desk. Comfort came down, the trembling wretch to raise. What you have said, I will consider.

Him who disobeys,
Me disobeys.

The gallant hound the wolf had slain,
His master's heir to save.

Rule LV. Adverbs and adverbial phrases should be placed as near as possible to the words they are intended to qualify.

Obs. 1. The Adverb is placed—

(1.) Before an adjective; as, A *very* good man.

(2.) After an intransitive verb; as, She dances *well*.

(3.) After the object of a transitive verb; as, He learns his lessons *correctly*.

(4.) Between the auxiliary and the verb; as, He is *greatly* esteemed.

(5.) At the beginning of a sentence, when the whole sentence is qualified, or when the adverb is emphatic; as, *Undoubtedly* the time will come. *Here* lies an honest man.

Obs. 2. The word *only* is very frequently misplaced.

Exercise.

Correct the following sentences.—These things should be never separated. Shall I be never allowed to return? His work is finished never. This will perfectly be obvious. He rudely behaved to his master. We should prefer always duty to pleasure. The speaker was heard by the whole audience attentively. These rules will clearly be understood, after they have carefully been studied. I do not understand that clearly. The man who wisely deliberates and slowly resolves will correctly act. This house is situated pleasantly, and is shaded finely with trees. He will obtain soon the promised reward. He avoids giving offence properly. I only saw him. I saw him only. He only lived for their sakes. He lived only for their sakes. He lived for their sakes only. He comes never at a proper time.

Promiscuous Exercises.

Correct the errors in the following Exercises, and give a reason for each correction.

1. The servants was all at church. It was me who did the deed. The party whom he invited was very numerous. The pond is froze over. Was you much pleased with the lecture? Nothing is more sweeter than liberty? Sound reasoning, and not mere assertions, are what we require. The *Tales of a Grandfather* are a very interesting work. Such expressions sound harshly. The army were marching all the day. The captain with his crew were drowned. James and he has just left. Either David or he have made a mistake. Give that book to he. Neither the soldiers nor the general was injured. I intended to have visited you last week. Either John or I is wrong. To love our neighbours are our duty. A purse with five sovereigns were stolen. It was him who told me.

2. My friend, the treasurer and the secretary, was present at the meeting. What sort of a plant is this? He invited the two men—the gardener and butler—to his house. He dares not to refuse to go. The man who I saw with you is a sailor. Mary as well as Jane were rewarded. There was many ladies at the concert. There were a number of slates on the table. The weather is exceeding cold. The wind has been in the north this eight days. This is the largest apple which I have ever seen. Every man have to work for themselves. I have not got no breakfast this morning. Let you and I go together. Whom do you think that I am? Between you and I there should be peace. The master asked John and she to accompany him. That is seldom or ever the case. Every man is entitled to have their just share.

3. Thou art a friend who hast never deserted me. Iron is as useful, and even more useful, than gold. A more harder piece of ground I have seldom seen. Never were any fleet so shattered. He is a man who I am very fond of. Though he be rich, he is not contented. The congregation who worship there are very numerous. Who who has heard him can doubt his innocence? If he confesses his fault, I will forgive him. This rose smells sweetly. Either you or I are in the wrong. The family with whom I have long lived has gone to the country The fact of me being a stranger does not justify his insolence. He has eaten no bread nor drunk no water these two days. The man and the dog which were lost have been found. Neither lives nor property is safe in that country.

4. I have bought Burns's the poet's works. Your copy is very badly wrote, but John's is still worser nor yours. Either the young man or his guardians has acted improperly. He or you is in the wrong. He was scarce gone, when you arrived. He need not proceed in such haste. That is either a man or a woman's voice. He comes; nor want nor cold his course delay. Which of these two books is the most useful? He bought all the grain which was in the market. Were I him, I would refuse. Will I give him this apple? Though he runs ever so fast, he cannot now overtake her. This was the most unkindest cut of all. That is the least of the two evils. The oak is a more useful tree nor the elm. The masters learning commands the boys respect. That's him.

5. How his compassion has completely blinded him. I wished to have visited Melrose. When every one are silent, we will proceed. Him who committed the offence, thou shouldst correct; not I, who am innocent. Not one in a hundred either read or speak correctly. Who is there? Me. It makes us to take more care. Do not trouble yourself about those kind of things. You cannot be her. Whom did you say saw the accident? Latin was taught my brother and I. Who will he give the prize to? He reads as well as her. Can you run as fast as him? John is not

as clever as William. I saw no one else but he. We ought love our enemies. Neither you or I can do that. Tell him sit still. Was I you, I should leave at once. Very little need to be said on the subject.

6. It becomes her better than I. He is more taller than you. The man as came yesterday told me the story. This tea is of a more inferior kind. Anger and impatience is always unreasonable. It is her we blame most. I have not no money to spare. Of the two, the last is the worst. These people are miserable poor. Did you carefully consider his statement? Neither of them are remarkable for talent. I arrived yesterday only. We could get nothing hardly to eat. Bruce, than who a braver man never lived, suffered many reverses of fortune. Either road lead to the same place. This is the same man that I saw yesterday. Though he were my friend, he did not support me. Unless he is more attentive, he will not succeed. Which of the three roads is the wider? Let each of these boys mind their own business.

Parsing Exercises.

Obs. 1. An Ellipsis, or omission of some word or words for the sake of conciseness, often occurs in sentences. Before proceeding to parse any sentence, the pupil should be required to supply the words omitted. In the following exercises the ellipsis is indicated by a caret (∧).

1. She loves him better than I ∧. She loves him better than ∧ me. I have more trouble with them than he ∧. I have more trouble with them than ∧ him. She is respected by them more than ∧ us. She is respected by them more than we ∧. I have served better masters than he ∧. I have served better masters than ∧ him. A wiser man than you ∧ has made the same mistake. I would rather study than ∧ play. You are not so diligent as your sister ∧. That rule is easier than this ∧. It was not only his duty, but ∧ his interest.

2. Lend ∧ me your knife. Did you promise ∧ William a prize? He resided longer with me than ∧ you. He resided longer with me than you ∧. Is this the book ∧ you mean? Where is the man ∧ we saw yesterday? The age ∧ we live in is remarkable for progress in science and ∧ art. This is a quality ∧ most men have. The house ∧ you see is my brother's ∧. Were you ever at St. Paul's ∧? Reading makes a full man; conference, ∧ a ready man; and writing, ∧ an exact man. I have seen and ∧ spoken to him.

3. A crowd of men, ∧ women, and ∧ children occupied the square. He fights the cause of honour, ∧ virtue, ∧ truth, and ∧ liberty. Small pleasures are great to those ∧ who know no greater ∧. He said ∧ his father was sick. ∧ Who seeketh wisdom, seeketh a good thing. That is the person ∧ I spoke of. It is a common remark that benefits are sooner forgotten than

injuries ∧, and favours ∧ than affronts ∧. Let us act justly, ∧ live soberly, and ∧ give cheerfully.

∧ Who will, another tree may sing,
Old England's oak ∧ for me!

Obs. 2. The same word may fall under different parts of speech at different times; and we can determine the part of speech only by considering the actual function of the word in the sentence to which it belongs. The pupil will do well to remember that every word that qualifies or limits a noun must be an adjective, and that every word or phrase that modifies a verb, an adjective, or an adverb, must be parsed as an adverb.

4. As we were not *present*, we did not see him *present* the *present*. We *light* the gas, which is a very *light* substance, to give *light* in the house. He who *acts* justly will not be guilty of *acts* of cowardice. The way was *long*. *Long* may he prosper! The scholars *long* for the holidays. *Welcome!* messenger of spring. We met with a hearty *welcome*. Our friends will *welcome* us on our return. No tidings could be more *welcome*. *If!* said he; the matter would be settled without an *if*, *if* you would be but reasonable.

5. *Still* waters run deep. I have warned him, *still* (= *but*) he persists in his misconduct. He tried in vain *to still* the tumult. He is *still* idle. The workmen broke the *still* and destroyed its contents. An *even* temper is a great blessing. *Even* his friends did not believe the story. He has *even* more than his brother. A liar is not believed, *even* when he speaks the truth. The quiet *even* is the time of meditation. The *length* is six yards. *At length* we overtook him. I like him *least* of all. The *least* flaw is detected. You might *at least* have warned me.

6. That *little* cottage is mine. Be *a little* more attentive. Better is *little* with peace than plenty with strife. *Little* do we know the dangers that beset us. Man wants but *little* here below, nor wants that *little* long. *Much* time is spent in idleness. He is *much* better to-day. Where *much* is given, *much* is required. We have *less* money than you suppose. He is *less* to blame than you. Has he *more* grain than his neighbour? He has *more* than he deserves. What *more* does he expect? It is *more* blessed to give than to receive. He is *much less* clever, but *a little* more conceited than his brother.

7. *Enough* is as good as a feast. Have you had *enough?* The oven is quite hot *enough*. There is bread *enough* for all. They have *no* wine. Did you see the prince? *No*. He is *no longer* here.

The monarch saw and shook,
And bade *no more* rejoice.

The birds are singing in *the grove*. *The more* he plays, *the less* will he learn. *The longer* he remains in business, he becomes *the more* deeply involved in difficulties.

Obs. 3. **But** is a conjunction; a preposition (= *except*, *without*); an adverb (= *only*); or a relative (= *who . . . not*).
Except is a verb; a preposition; or a conjunction (= *unless*).

8. I will go, *but* you must remain. None *but* the brave deserves the fair. They have *but* little comfort. There is no one *but* has his difficulties. They do nothing *but* play. He came, *but* he did not stay. There were *but* five present. He cannot choose *but* hear. Nothing *but* flattery pleases him. I cannot *but* admire his conduct. It never rains *but** it pours. There was not a man in the company *but* had reason to be thankful. He never plays *but* he hurts himself. This fern is found nowhere *except* on the sea-shore. *Except* he be diligent, he will never succeed. Pray, *except* me from the invitation.

Obs. 4. **As** is a conjunction; an adverb; or a relative.
As to, as for (= *in regard to*) are prepositions.
So is an adverb; a pronoun; or a conjunction (= *therefore*).

9. I met him *as* I was leaving the shop. It is the same lesson *as* we had yesterday. *As* many *as* came were made welcome. She is *as* clever *as* Jane. His conduct, *as* you know, displeased his friends. Run *as* fast *as* you can. *As* my mother expects me, I must return to-night. I never before heard such stories *as* you tell. Such *as* you are never content. Your book is the same *as* mine. The book is accurate *as to* facts. *As for* his threats, I hold them in contempt. It was raining, and *so* we returned home. John is *so* careless that we cannot trust him. He is not *so* clever *as* James. Who told you *so?* *As* the tree falls, *so* it must lie. Do not speak *so* fast. He was ordered to leave, *so* he did *so*.

Obs. 5. **All** is an indefinite pronoun; an adjective; or an adverb.
Both is a pronoun; an adjective; or a conjunction.
Only is an adverb; an adjective; or a conjunction (= *but*).
Else is a pronominal adjective (= *other*, *different*); or a conjunction (= *otherwise*).

10. *All* men are mortal. They were *all* absent. *All* bloodless waxed his look. There they lay *all* through the summer night. *All* the apples were stolen. *All* is not gold that glitters. Are you *all* ready. He rode *all* unarmed, and he rode *all* alone. *Both* you and I will go. John is *both* clever and studious. *Both* men were apprehended. Here are two pears; give them *both* to

* *But* (= *without*) here governs the noun clause "(*that*) *it pours*."

James. Must he have *both* of them? He was her *only* child. Have you *only* five apples? You may go, *only* you must not stay long. That is the only way out of the difficulty. Run faster, *or else* you will be late. Tell me something *else*. What *else* can I do? Nothing *else* will satisfy him. Thou desirest not sacrifice, *else* would I give it.

Obs. 6. **That** is a relative (= *who, which*); an adjective; a demonstrative pronoun; or a conjunction.
What is a relative (= *that which*); an interrogative pronoun; an adjective; an adverb (= *partly*); an interjection.

11. *That* horse is lame. You cannot deny *that*. The tree *that* fell has been removed. *That* is right. Read *that* you may learn. Did he say *that?* Did he say *that* his father gave him *that* whip *that* he holds in his hand? It is so dark *that* I cannot see *that* tree *that* was cut down. He says *that that* is a pronoun. He *that* finds wisdom finds a treasure. What is *that?* Who broke *that* window? She says *that* her mother is sick. I know *that that that that that* writer uses is wrong. Tell me *what* you mean. *What* do you want? *What* man dares, I dare. *What* man brought the parcel? That is *what* I say. *What* a fine scene! In *what* manner did you proceed? *What* is your name? *What!* is your name John? Do *what* you can. *What* with one thing and *what* with another, he was almost driven mad. He knows *what's what*.

Obs. 7. (1.) **Nigh, near, next, opposite, like, unlike** are sometimes adjectives and sometimes adverbs. The noun or pronoun following these words is governed by **to** understood.
(2.) Most prepositions may be used adverbially.

12. He was standing *near* the *tree*. The house *next* the *school* belongs to me. Who stood *next you* in the class? He overtook me *near* the *church*. A statue was erected *opposite* the *town-hall*. He fell *down opposite* the *window*. That child is *like* his *father*. Do not act *like* a *fool*. The plant was *unlike* anything I had yet seen. *What* was it *like?* Come *in*. The child was running *about*. He stood *up*, but the master requested him to sit *down*. The parcel was brought *over* by the cabman. He was laughing *at* me. Why were you laughed *at?* Your services can be dispensed *with*. Is this book paid *for?* His property has been disposed *of*. His deceit was easily seen *through*. In this expedition many difficulties were met *with*. Come *near*. Come *near* the fire. His honesty may be relied *upon*.

Obs. 8. (1.) Prepositions may govern phrases or clauses.
(2.) Adverbs may qualify phrases, clauses, or even whole sentences.
(3.) Many conjunctions may be used adverbially.

13. I cannot go *till* after Monday. He has nothing *but* what you gave him. We are thankful *for* what he has done. *Notwithstanding* what you tell me, I cannot believe her guilty. We cannot get this book anywhere *except* in Glasgow. The boy is never satisfied *except* when he is flattered. He told me *long* after the event. We heard of the accident *soon* after it occurred. He arrived *much* before the time. The fruit was *greatly* above his reach. They marched *right* through the town. *Full* at Fitz-James's throat he sprung. *Fortunately*, we had left the spot before the accident happened. No man, *however* fortunate, is always happy. The day was *otherwise* good. You are *too* sanguine. He has not come *yet*.

Obs. 9. **Ere, before, after, till, until, since, but, for, except,*** are prepositions when they govern a noun or pronoun, and conjunctions when they are followed by a clause.

14. *Ere* morning dawned, his soul had fled. He was dead *ere* morning. He was there *before* me. Come to me *before* you leave. Let me see you *before* your departure. We returned *after* sunset. *After* the sun had set, the party returned home. Wait here *till* my return. Wait *till* I return. I cannot visit you *until* to-morrow. Can you not wait *until* the boat arrives? We have not seen him *since* his return from America. Have you seen him *since* he returned? He has been here *since* October. Nothing remains *but* his good name. They were invited, *but* they did not come. They were all saved *but* the captain. She loved me *for* the dangers I had passed. What did you come here *for?* It is impossible to enter, *for* the door is locked. They all mutinied *except* the first mate. I will not let thee go, *except* thou bless me.

Obs. 10. **Before, after, since,** are prepositions, adverbs, or conjunctions.

15. Look *before* you. Look *before* you leap. Have you seen this *before?* The dog ran *after* the hare. The hunters returned *after* the hare was caught. The horsemen went first, and the dogs came *after*. Something has happened *since* your departure. I have considered the matter *since* you left. What have you done *since?* Well, then, *since* you insist upon it, I consent. Never *before* had I seen such desolation. Many thought him guilty even *after* his acquittal. 'Tis years *since* last we met. He left home, *after* the news arrived. Come *before* Christmas. *Before* we dined, we went to see the museum. We visited the castle *before* dinner. I wrote two exercises *before* eleven o'clock, and I have done

* In the older English authors the clause following these words was generally introduced by that; as, *For that* I repented; *After that* he came; Fain would I climb, *but that* I fear to fall. This usage shows that these words then retained their prepositional force, the noun clause being governed by them.

nothing *since*. I respected him *before*, but *after* what you tell me I can respect him no longer.

Select Exercises in Parsing.

Obs. The more difficult constructions are marked with italics; but the pupil should be required to parse each sentence fully.

1. 'Tis distance *lends* enchantment to the view. 2. I am monarch of *all* I *survey*. 3. Our *friends having left*, we agreed to discuss the business at our next meeting. 4. Our *friends, having left* on the previous day, reached *home long* before us. 5. 'Tis the sunset of life *gives me* mystical *lore*. 6. Wait *a little longer*. 7. James *as well as* William *made* a very narrow escape. 8. Jane writes *as well as you*. 9. He raised his thin, pale face, and sweetly smiled. 10. Something *attempted*, something done, has earned a night's repose. 11. He lay as if he *were* dead. 12. *This done*, they returned together to the city. 13. Though he *came*, we would not admit him. 14. Have you read *Milton* the poet's works?

15. *Even* a child might understand this. 16. *Only* a fool would behave in this manner. 17. With his strong frame, manly countenance, and generous disposition, he was *what* might be termed a *very prince* among men. 18. He did not, *however*, receive the respect *due* to his merits. 19. Neither wealth nor talents *can ensure* happiness. 20. *Should* he *fail*, he must *needs* try *again*. 21. *Such being* the *condition* of affairs, they had no alternative *but* to retreat. 22. You are *but* a youth in comparison with me. 23. He was asked a *question*, and he gave no answer. 24. Neither the boy nor the girl was taught *grammar*. 25. *To appear* discouraged is the way to become *so*. 26. Energy is a good thing; *only* it must be guided by discretion. 27. *What* he spake, though it lacked form *a little*, was not *like madness*. 28. *Unhappily, however*, he lost the train. 29. I have no money, *else* would I help you. 30. Mercy becomes the thronèd monarch better than his *crown*.

31. I see their glorious black eyes *shine*. 32. Nor cloud, nor speck, nor stain, *breaks* the serene of heaven. 33. These are the same sheep *as* you saw *yesterday*. 34. The master rewards such pupils *as* do well. 35. Tears, *such as* angels weep, burst forth. 36. There was nobody *but* regretted the accident. 37. This circumstance, *as* you know, turned the scale in his favour. 38. *As many as* came were made *welcome*. 39. We will not think of themes *like these*. 40. The voices of the dead sound *like* a distant *torrent's fall*. 41. O *that* those lips *had* language! 42. I pardon *thee* thy *life* before thou *ask* it. 43. Forest on forest *hung* about his head, *like cloud* on cloud. 44. *Dark* flow thy tides o'er manhood's noble brow. 45. *What* wealth untold, *far down* and *shining* through their stillness, *lies!* 46. *Fret* till thy proud heart *break!*

47. There is no fireside, *howsoe'er defended,*
But has one vacant chair.

48. Man, proud *man,*
Dressed in a little brief authority,
Plays such fantastic tricks before high Heaven
As make the angels *weep.*

49. I have not from your eyes that gentleness
And show of love, *as* I was *wont* to have.

50. Oh! many a shaft, at random *sent,*
Finds mark the *archer* never *meant.*

51. *Shrine* of the *mighty!* can it be
That this is all *remains* of thee?

52. *What* we always put off *doing,*
Clearly we *shall* never *do.*

53. *To sum* up all, be merry, I advise,
And, *as* we're merry, may we *still* be *wise.*

54. Not enjoyment and not sorrow
Is our destined end or way,
But *to act* that each to-morrow
*Find** us farther *than to-day.*

55. *Who pants* for glory *finds but* short repose;
A breath revives him, or a breath o'erthrows.

56. *Like mountain-cat* that guards her young,
Full at Fitz-James's throat he sprung.

57. The rose has *but* a *summer* reign,
The daisy never dies.

58. No pathway meets the wanderer's ken
Unless he *climb,* with footing nice,
A *far* projecting *precipice.*

59. *For ever* hallowed *be* thy name
By *all* beneath the skies;
And *may* thy kingdom still *advance*
Till grace to glory *rise.*

* *Find* = *may find.*

60. There 's not the smallest orb *which* thou behold'st
But in his motion *like* an *angel sings.*

61. Friendship, *like love*, is *but* a name,
Unless to *one* you *stint* the flame.

62. I am a linen-draper bold,
As all the world doth know.

63. The primal duties shine *aloft like stars;*
The charities that *soothe*, and *heal*, and *bless*,
Are scattered at the feet of man, *like flowers.*

64. And *must* thy lyre, *so long divine*,
Degenerate into hands *like mine?*

65. *Would* I *describe* a preacher *such as Paul*,
Were he on earth, would hear, approve, and own—
Paul should himself direct me.

66. A summer sun
Sets ere *one-half is seen;* but, ere thou *go*,
Enter the house—*prithee*, forget it not,—
And look *awhile* upon a picture there.

67. *It* is enacted in the laws of Venice—
If *it be proved* against an alien,
That, by direct or indirect attempts,
He *seek* the life of any citizen,
The party 'gainst *the which* he shall contrive
Shall seize *one-half* his *goods.*

68. *Let* music *sound* while he doth make his choice,
Then, if he *lose*, he *makes* a swan-like end,
Fading away in music.

69. Hast thou not a greeting for me,
Heaven's own happy *minstrel-bird?*
Thou, whose voice *like* some sweet *angel's*,
Viewless, in the cloud is heard.

70. O'er hill and dale the summons flew,
Nor rest nor *pause* young Angus *knew;*
The *tear* that gathered in his eye
He *left* the mountain *breeze to dry.*

71. *Howe'er it be, it* seems to me,
'Tis only noble to be good;
Kind hearts are *more* than *coronets*,
And simple *faith* than Norman *blood.*

72. I *dare do all* that may become a *man*,
Who dares *do more* is *none*.

73. The quiet *lake*, the balmy *air*,
The *hill*, the *stream*, the *tower*, the *tree*—
Are *they still such as* once they were?
Or is the dreary change in me?

74. I am sorry
To hear this of him, and could wish he *were*
Something mistaken in 't.

75. Around thee and *above*,
Deep is the air and *dark*, substantial, black,
An ebon *mass; methinks* thou piercest it
As with a wedge.

76. To aching eyes each landscape lowers,
To feverish pulse each gale blows *chill;*
And Araby's or Eden's bowers
Were barren *as* this moorland *hill*.

77. O *blindness* to the future! kindly *given*
That each may fill the circle marked by Heaven;
Who sees with equal eye, *as God* of *all*,
A *hero perish* or a *sparrow fall*,
Atoms or *systems* into ruin *hurled*,
And *now* a *bubble burst*, and *now* a *world*.

78. *Father* of light and *life*, *thou Good supreme!*
O teach *me what* is good! teach me *Thyself!*

79. This *vesper-service closed*, without delay,
From that exalted station to the plain
Descending, we pursued our homeward course.

80. The lark is gay,
That dries his feathers *saturate* with dew
Beneath the rosy cloud.
The peasant *too*, a *witness* of his song,
Himself a *songster*, is *as* gay *as he*.

81. O *reader! had* you in your mind
Such stores *as* silent thought can bring,
O gentle reader! you would find
A tale in everything.

82. I *know* not if I *know what* true love is;
But if I know, *then*, if I *love* not him,
Methinks there is *none other* I *can love*.

83. I can make no marriage present:
Little can I give my *wife*.
Love will make our cottage *pleasant*,
And I love thee *more* than *life*.

84. *Thou*, *as* a gallant *bark* from Albion's coast—
The *storms all weathered* and the *ocean crossed*—
Shoots into port at some well-havened isle,
Where spices breathe and brighter seasons smile,
There *sits quiescent* on the floods, *that* show
Her beauteous form reflected *clear below*,
While airs impregnated with incense play
Around her, *fanning light* her streamers gay;
So thou, with sails *how swift!* hast reached the shore
Where tempests never beat nor billows roar.

85. Care, when it once *is entered* in the breast,
Will have the whole possession ere it *rest*.

86. Cowards die many *times* before their death;
The valiant never taste of death *but once*.
Of all the wonders *that* I *yet* have heard,
It seems to me *most strange* that men should fear,
Seeing that death, a necessary *end*,
Will come when it will come.

87. He sang *Darius great* and *good*,
By *too* severe a fate,
Fallen, fallen, fallen, fallen,
Fallen from his high estate,
And *weltering* in his blood:
Deserted at his utmost need
By *those* his former bounty *fed;*
On the bare earth *exposed* he lies
With *not* a friend *to close* his eyes.

88. *Shun* delays; they breed remorse:
Take thy time, while time *is lent thee;*
Creeping snails have weakest force;
Fly their fault, lest thou *repent thee;*
Good is *best* when *soonest wrought*,
Lingering labours come to *nought*.

SCOTTICISMS.

Instead of	*Say*
1. He was angry *at* me.	1. He was angry *with* me.
2. He has a hatred *at* me.	2. He has a hatred *against* me.
3 I asked *at* him.	3. I asked him.
4. He was married *on* Miss Jay.	4. He was married *to* Miss Jay.
5. He is soon put *into* a passion.	5. He is soon put *in* a passion.
6. I saw him *on* the street.	6. I saw him *in* the street.
7. We waited long *on* an answer.	7. We waited long *for* an answer.
8. Who lives *above* you?	8 Who lives *over* you?
9. He walked *through* the room.	9. He walked *across* the room.
10, You will learn *through* time.	10. You will learn *in* time.
11. Did you drive *across* the bridge?	11. Did you drive *along* the bridge?
12. Is your father *in?*	12. Is your father *within?*
13. Look *below* the table for it.	13. Look *under* the table for it.
14. Can you play cards?	14. Can you play *at* cards?
15. He went *the length of* Berwick.	15. He went *as far as* Berwick.
16. *In place of* coming, he sent a messenger.	16. *Instead of* coming, he sent a messenger.
17. Divide it *among* John and James.	17. Divide it *between* John and James.
18. Divide it *between* the four boys.	18. Divide it *among* the four boys.
19. She gave me a book *in* a present.	19. She gave me a book *as* a present.
20. He prevailed *with* me to accompany him.	20. He prevailed *upon* me to accompany him.
21. They quarrelled *among* each other.	21. They quarrelled *with* each other.
22. What like is it?	22. What is it like?
23. Give him *a piece bread.*	23. Give him *a piece of bread.*
24. He wants out.	24. He wishes to go out.
25. It is six years *ago* since he died.	25. It is six years since he died.
26. Are you going to *your* bed?	26. Are you going to bed?
27. My watch *is standing.*	27. My watch *has stopped.*
28. *Roll up* the clock.	28. *Wind up* the clock.
29. I got *almost nothing* to eat.	29. I got *little or nothing* to eat.
30. Butter and bread, milk and bread, &c.	30. Bread and butter, bread and milk, &c.
31. Do you *snuff?*	31. Do you *take snuff?*
32. The boy has *a sore head.*	32. The boy has *headache.*
33. He *feels* afraid.	33. He *is* afraid.
34. I *find* no pain.	34. I *feel* no pain.
35. *Will it be* ten o'clock yet?	35. *Is it* ten o'clock yet?
36. I'm no caring.	36. I do not care.
37. Who *learned* you to sew?	37. Who *taught* you to sew?
38. Mind and not forget.	38. Do not forget.
39. It's *awfully* cold.	39. It is *very* cold.
40. I am very *dry.*	40. I am very *thirsty.*
41. How are you *the day?*	41. How are you *to-day?*
42. *Will* I ring the bell?	42. *Shall* I ring the bell?
43. The road is *slippy.*	43. The road is *slippery.*
44. Be sure *and* come.	44. Be sure *to* come.
45. Give me another *one.*	45. Give me *another.*
46. He has a good hand *of write.*	46. He writes well,
47. I can't *get into* my box.	47. I cannot *open* my box.
48. He *thinks shame* of his conduct.	48. He *is ashamed* of his conduct.

FIGURES OF SPEECH.

(1.) When we use words in their ordinary meaning, or arrange them into such simple forms of expression as are most commonly used and understood, we are said to express our thoughts in *plain* or *literal* language.

(2.) When, to produce a deeper and more vivid impression, we employ words to signify something different from their common meaning, or arrange them in a manner different from their ordinary arrangement, we are said to use *figurative* language.

(3.) Figures may, therefore, be divided into two classes—viz., 1. **Figures of Arrangement**; and, 2. **Figures of Words**, or **Tropes**.

I. Figures of Arrangement.

1. **Exclamation** is the use of the exclamatory form to give vigour and vivacity to the expression.

Thus, "How manifold are the works of God!" conveys the same thought as "The works of God are manifold," but in a more lively manner.

2. **Interrogation** strengthens an assertion by throwing it into the form of a question; as, "Canst thou by searching find out God?" instead of, "Thou canst not by searching find out God."

Obs. In this figure the question is not put with a view to elicit information.

3. **Inversion** gives emphasis to a word or phrase by removing it from its natural position in the sentence; as, "Low lies his head," for "His head lies low."

Exercise.

Tell whether each of the following sentences is an instance of Exclamation, Interrogation, *or* Inversion.

Far in the glen the steed lay dying. How calm is the sea to-day! What a charming picture! Home they brought her warrior dead. Can worldly happiness defend us from disasters? Can it protect us from diseases? What a wonderful statement!

Narrow is the way that leadeth unto life. Burned Marmion's swarthy cheek with fire. How fast flies the chariot of time! Can storied urn or animated bust back to its mansion call the fleeting breath? To him alone that right belongs. Down she sucked with her the whirling wave. An ill-natured man Boswell certainly was not. Can wealth redeem us from death?

> Lives there a man with soul so dead,
> Who never to himself hath said,
> This is my own, my native land?

4. **Antithesis** places words or sentiments in contrast; as, To err is human; to forgive, divine.

5. **Climax** arranges words or sentiments in a sentence so that each succeeding one rises or falls in importance; as, A youth, a boy, a child might understand it.

Exercise.

Tell whether each of the following sentences is an example of Antithesis *or* Climax.

We are called upon as members of this House, as men, as Christians, to protest against this barbarity. Cry, "Heaven for Harry, England, and St. George!" Virtue exalts the mind; vice debases it. Speech is silvern; silence is golden. He is a traitor to his country, he is a traitor to the human kind, he is a traitor to heaven, who abuses the talents God has given him. Fortune, fame, power, life have named themselves a star. Is he the defender of his country, or its foe? Prosperity gains friends; adversity tries them. I will speak daggers to her, but use none. It is criminal to bind a Roman; to scourge him is enormous guilt; to kill him is almost parricide; but by what name shall I designate the crucifying of him?

> Cowards die many times before their death;
> The valiant never taste of death but once.

II. Figures of Words.

1. **Simile** is a comparison between two objects which, though different in their general nature, have yet some strong point or points of resemblance; as,

> Truth, like a torch, the more 'tis shaken shines.

Obs. In a Simile we use some sign of comparison: *as* and *like* are the signs most commonly employed.

Exercise.

Name the objects said to resemble each other, and state the point of resemblance.

Like leviathans afloat, lay their bulwarks on the brine. Her eyes were, like a falcon's, gray. The girl was beautiful as May. Her calm bright eye shone lovely as the morning sun. The Assyrian came down like a wolf on the fold. A virtuous man slandered by evil tongues is like a diamond obscured by smoke. The music of the bard was, like the memory of past joys, pleasant and mournful to the soul. They saw the crests of chieftains brave floating like foam upon the wave. Fell England's arrow-flight like rain. And in the smoke the pennons flew, as in the storm the white sea-mew. And from the charge they drew, as mountain-waves from wasted lands sweep back to ocean blue. As the bee wanders in quest of honey, so the poet's soul goes forth to seek the beauties of nature.

Odours of orange-flowers and spice
  Reached them from time to time,
Like airs that breathe from Paradise
  Upon a world of crime.

Sweet are the uses of adversity,
Which, like the toad, ugly and venomous,
Wears yet a precious jewel in her head.

2. **Metaphor** is a figure by which the *name* and *qualities* of one object are transferred to another, to which it bears some resemblance; as, British soldiers are *lions* in battle.

Obs. 1. Metaphor expresses comparison between two objects without the use of any sign of comparison. The objects compared are spoken of not merely as *similar*, but as if they were *identical*. "Life is *like* a river" is a simile. "Life is a river" is a metaphor.

Obs. 2. A metaphor may be either fully stated or only implied. In the sentence, "British soldiers are lions in battle," the metaphor is fully stated. Such combinations as "a *sweet* voice," "a *striking* event," "*unbridled* passions," are *implied* metaphors.

Obs. 3. Every metaphor may be expanded into a simile: thus,

(1.) *Metaphor*—The ship is the plough of the sea.
Simile— As the plough turns up the soil, so the ship acts upon the sea.

(2.) *Metaphor*—This singer has a *sweet* voice.
Simile— As there are objects which please the palate by their sweetness, so this singer's voice possesses a quality which is pleasing to the ear.

Exercise.

Point out the words used metaphorically *in the following sentences, and expand the metaphor into the corresponding simile.*

God's word is a lamp to our feet. Infancy is the dawn of life. The love of money is the root of all evil. A prudent man is the best pilot of youth. His conduct led him into a sea of troubles. Every man should bridle his passions. Some men require the curb, others the spur. The stubborn spearmen still made good their dark impenetrable wood. An able minister is a pillar of the State. From the hill we looked down into the harbour, and saw there a forest of masts. 'Tis the sunset of life gives me mystical lore. Hope is the anchor of the soul. The ocean is a mirror in which we behold the Maker's power. Every mountain now hath found a tongue. Now the lit lake shines, a phosphoric sea. Rust eats into iron. Alas! the roses have long faded from that soft cheek: the raven locks are turned to gray. She uttered a piercing shriek.

> Along the cool sequestered vale of life
> They kept the noiseless tenor of their way.

> How dear to me the hour when daylight dies,
> And sunbeams melt along the silent sea;
> For then sweet dreams of other days arise,
> And memory breathes her vesper sigh to thee!

3. **Allegory** is continued Metaphor in which one object is described throughout in language intended to apply to another analogous to it.

An excellent example of Allegory is found in the eightieth Psalm:—

"Thou hast brought a VINE out of Egypt: thou hast cast out the heathen, and planted it. Thou preparedst room before it, and didst cause it to take deep root, and it filled the land. The hills were covered with the shadow of it, and the boughs thereof were like the goodly cedars. She sent out her boughs unto the sea, and her branches unto the river. Why hast thou then broken down her hedges, so that all they which pass by the way do pluck her?" &c.

The nation of Israel is here represented allegorically under the figure of a vine.

Obs. The **Fable** and the **Parable** belong to this class of composition; other examples are, *The Vision of Mirza*, *The Pilgrim's Progress*, &c.

4. **Personification** consists in attributing life and action to inanimate objects or abstract ideas.

There are three degrees of personification—

(1.) When personal qualities are ascribed to impersonal objects; as, The *angry* ocean; the *thirsty* ground; the *laughing* morn; a *frowning* mountain.

Obs. Such instances of personification may be also described as *personal metaphors*, a comparison being implied between a *person* and the object mentioned.

(2.) When an inanimate object is represented as performing some action properly attributable only to a living creature; as, The hills *clap their hands*. The morning stars *sang* together.

(3.) When an inanimate object is represented as speaking to us, or as listening to us while we address it; as,

> Ask we for flocks these shingles dry,
> And well the mountain might reply—
> "To you, as to your sires of yore,
> Belong the target and claymore."

EXERCISE.

Point out the objects personified, and state the nature of the personification.

O welcome pure-eyed Faith, white-handed Hope! The joyous rain comes dancing to the earth. 'Tis sweet to listen to the prattling brook. Wisdom uttereth her voice in the street. The sun rejoices to run his race. The valleys break forth into singing. The birch trees wept in fragrant balm; the aspens slept beneath the calm. Hope for a season bade the world farewell.

> But look, the morn, in russet mantle clad,
> Walks o'er the dew of yon high eastward hill.

Sleep sits dewy on the labourer's eyes. The face of the moon was hidden by a veil of clouds. Coming events cast their shadows before. At her call, how many swords would leap from their scabbards. The sentinel stars set their watch in the sky. The moon, pale empress of the night, now walks surrounded by attendant stars.

> Ye rocks and crags, I 'm with you once again!
> I hold to you my hands, to show you they are free!

> Sport that wrinkled care derides,
> And laughter holding both his sides.

5. **Apostrophe** is that figure by which we turn from the subject and address the absent or dead, as if they were present or alive and could hear us; as, "O my son Absalom! my son, my son Absalom! would God I had died for thee, O Absalom, my son, my son!"

Obs. Apostrophe often involves personification. If the inanimate objects addressed as persons are actually present, the figure is simply *personification;* if they are absent, it is *apostrophe*, combined, of course, with personification.

EXERCISE.

Tell where Apostrophe *occurs in the following sentences:—*

The world is vain and inconstant. Life is fleeting and transient. When, O sons of men, will you learn to think of it as you ought? Come, gentle Spring! ethereal mildness, come! I cannot but imagine the virtuous heroes and patriots of every age bending from their seats to witness this contest, as if they were incapable, till it be brought to a favourable issue, of enjoying their eternal repose. Enjoy that repose, illustrious immortals! Your mantle fell when you ascended; and thousands, inflamed with your spirit, are impatient to tread in your steps. What ailed thee, O thou sea, that thou fleddest? O grave, where is thy victory? O death, where is thy sting?

Departed spirits of the mighty dead!
Ye that at Marathon and Leuctra bled!—
Oh! once again to Freedom's cause return,
The patriot Tell, the Bruce of Bannockburn.

O Douglas, for thy leading wand!
Fierce Randolph, for thy speed!

6. **Metonymy** is the figure by which one word is substituted for another to which it has some relation, as,

(1.) **The effect for the cause**; as, *Gray hairs* (i.e., *old age*) should be respected.

(2.) **The author for his works**; as, I am reading *Virgil* (i.e., *his works*).

(3.) **The material for the thing made of it**; as, His hand could wield *the steel* (i.e., *the sword*).

(4.) **The container for the contents**; as, He drank the *cup* (i.e., *its contents*).

(5.) **The sign for the thing signified**; as, He assumed the *sceptre* (i.e., *royal power*).

(6.) **The concrete for the abstract**; as, He occupies himself *with the rod* (i.e., *with fishing*).

(7.) **The abstract for the concrete**; as, Did you see *Her Majesty* (i.e., *the Queen*)?

7. **Synecdoche** is the figure by which we substitute **the whole for a part or a part for the whole**; as, We saw *a sail* (i.e., *a ship*) in the distance. The *smiling year* (i.e., *Spring*) has come again.

EXERCISE.

In the following sentences name the words used as substitutes for others, and state whether the substitution is by **Metonymy** *or by* **Synecdoche.**

He gained the palm. The House divided on the question. Never let me see your face again. The Crown has less power now than formerly. He is a great admirer of Byron. Silver and gold have I none. A drunkard is a wretched being. No useless coffin enclosed his breast. The land was devastated by fire and sword. He has a long purse. Spain objected to the arrangement. They have Moses and the prophets. The press exerts a powerful influence on mankind. He is too fond of the bottle. We must defend our hearths. He is studying for the church. He employs a great many hands. Poverty is indifferent to death. O grave, where is thy victory? I sold twenty head of cattle last week. He that spareth the rod hateth the child. Charity sees no faults in others. I saw the tents of Cushan in affliction. Three summers passed before we met again.

With thunders from her native oak
She quells the floods below.

8. **Irony** is the figure in which the meaning of the speaker is contrary to his words; as, A *clever* fellow! (*meaning quite the reverse*).

9. **Euphemism** is the figure in which we employ a softened expression for one that is harsh or offensive; as, He hardly knows the difference between "*mine and thine*" (i.e., *He is a thief*).

10. **Hyperbole** is the figure which expresses much more or less than the truth; as, He shed *a flood of tears* (i.e., *many tears*).

Exercise.

Point out examples of Irony, Euphemism, *and* Hyperbole *in the following sentences.*

The whole nation was dissolved in tears. My honest neighbours will not keep their hands from my fruit-trees. The waves were mountains high. I beg ten thousand pardons. The very walls were moved by his eloquence. You labour under a mistake, sir! Cry aloud, for he is a god! The rain descended in torrents. A nice fellow you are, to speak so to your superiors. An ocean would scarcely quench his thirst. No doubt ye are the people, and wisdom will die with you. He was as swift as a roe. He is nobody's enemy but his own. I fear I wrong the honourable men whose daggers have stabbed Cæsar. The man appears to be in his second childhood.

You say you are a better soldier:
Let it appear so: make your vaunting true,
And it shall please me well: for mine own part,
I shall be glad to learn of noble men.

Let me tell you, Cassius, you yourself
Are much condemned to have an itching palm.

Why, Cæsar doth bestride the narrow world
Like a Colossus; and we petty men
Walk under his huge legs and peep about
To find ourselves dishonourable graves.

ENGLISH GRAMMAR.

PART III.—ANALYSIS OF SENTENCES.

INTRODUCTION.

1. A **Sentence** is a complete thought expressed in words; as, *The school stands on a hill. They came without being invited.*

2. A **Phrase** is a group of words grammatically connected, but not expressing a complete thought; as, *on a hill; without being invited.*

EXERCISE.

Distinguish between Sentences *and* Phrases.—By the proud prince. The bird flew away. On being discovered. On the sea shore. The sun having set. Fire burns. Over the sea. Every day. He succeeded. After several trials. With much difficulty. To err is human. Honest men are trusted. Darkness coming on. You should go home. With a few friends. To make men happy. Delay is dangerous. Against the stream. The wind has fallen. At the last moment. The weather will improve. The train having arrived. The train has arrived. John will not speak. Without my consent. Being very unwell. The doctor was here. For a few minutes. The sky became overcast.

3. Every sentence may be divided into two parts—the **Subject** and the **Predicate**.

4. The **Subject** is the name of the person or thing spoken of: the **Predicate** is what is said about the subject.

Obs. 1. Every sentence must therefore contain a **noun** (or something equivalent to a noun) and a **finite verb**.*

Obs. 2. Every word in a sentence must form a part of either the subject or the predicate; as,

* A finite verb is a verb that has *person*. All parts of a verb are called finite, except the infinitive and participles.

1. *Birds fly.*

Subject, ...	*Birds*
Predicate, ...	*fly.*

2. *One false step may ruin him.*

Subj., ...	*One false step*
Pred., ...	*may ruin him.*

Obs. 3. In these examples the subject stands first in the sentence, but this arrangement is not invariable; as,

Sweet are the uses of adversity.

Subj., ...	*The uses of adversity*
Pred., ...	*are sweet.*

EXERCISES.

Divide into Subject *and* Predicate.—(1.) Fire burns. John comes. He rode. Horses run. We have reached the last page. James repeated his lesson. The church bell will soon ring. To steal is a crime. His uncle's grey horse ran away. The maid should sweep the room. This stove is made of iron. Aberdeen is in the north of Scotland. The old tree has been removed. To rise early in the morning is good for the health. A thing of beauty is a joy for ever. All men are mortal. The day before yesterday was my birthday.

(2.) Low lies his head. In his youth he had been a soldier. Green grows the grass over his grave. In the month of August the corn is ripe. Over our heads were the silent stars. Down the road he ran. Around the fire one wintry night, the farmer's rosy children sat. Then rose from sea to sky the wild farewell. Under a spreading chestnut tree, the village smithy stands.

5. A complete thought may be *an assertion, a question, a command,* or *a wish.* Hence a sentence may be—

(1.) **Assertive**—containing an assertion or statement; as, *That man is blind.*

(2.) **Interrogative**—asking a question; as, *Did you speak?*

(3.) **Imperative**—expressing a command or request; as, *Speak out! Show me your book.*

(4.) **Optative**—expressing a wish; as, *May you be happy!*

EXERCISE.

Tell the form of each sentence.—Where are you going? Do not stand there. The farmer bought a horse. God save the Queen! Shun bad companions. The good alone are great.

Make no rash promises. When did you arrive? May you be successful! May I leave this afternoon? Who wrote this letter? Listen to good advice. Do not go to-day. The fire was soon extinguished. Can you speak French? The eagle carried away a child. To relieve the poor is a Christian duty. Long live the King! How are you? Command your temper. Sweet be thy dreams! Does he often call? The planets shine by the sun's light. Are the flowers pretty? Present arms! The lark has sung his carol in the sky. Run. There has been much rain this afternoon.

6. In **assertive** sentences the subject commonly stands first; as, *The stars* are shining.

Obs. Sometimes, especially for the sake of emphasis, assertive sentences assume an inverted form; as, Here lies *an honest man.*

EXERCISE.

Name (1) *the* Subject *and* (2) *the* Predicate.—Bed-rooms should be well aired. Blessed are the merciful. To walk in the country is pleasant. There is an error in your exercise. Several men were seen in the field. Full well did we know the danger. At noon the workmen rested from their toil. There are many cherries on the tree. Slowly came the ruddy dawn. Then followed the whole crowd. In the multitude of counsellors there is safety. Burned Marmion's swarthy cheek with fire. There arose a great storm. Many fine pictures adorned the walls. On this very spot stood the gallant hero. Home they brought the warrior dead. Hushed are all those merry voices.

7. In **interrogative** sentences the verb or its auxiliary generally comes before the subject; as, Does *your sister* write well?

Obs. The subject comes first when it is an interrogative pronoun, or a noun qualified by an interrogative adjective; as, *Who* made this desk? *What* prevented him? *What man* can do more?

EXERCISE.

Name (1) *the* Subject *and* (2) *the* Predicate.—Where does your friend live? Which of you will go? Can you spell this word? May I speak to you? Had the poor man no friends? How many feet make a yard? How many feet have you? Who was absent yesterday? Whom shall we name? Whose apples did the boy steal? What letters have you written? What makes you cry? Did the stranger survive the accident? How do you know? In

what manner did he perform his task? Should the truth be concealed? How are you? Why did she leave? Which of these pictures do you prefer? Which of the children behaved best?

8. In **imperative** sentences the subject (*thou*, *ye*, or *you*) is commonly understood. Its place is after the verb; as,

1. *Come here.*

Subj., ... (*You*)
Pred., ... *come here.*

2. Let the child alone.

Subj., ... (*You*)
Pred., ... *let the child alone.*

Obs. 1. When the name of the person ordered or requested occurs in the sentence, it forms part of the subject, being in apposition with the pronoun; as,

Make haste, my friend.

Subj. . . . . (*Thou*) *my friend*
Pred., ... *make haste.*

Obs. 2. When the verb denotes motion, it is sometimes omitted, and the word expressing the direction of the motion is used alone like an interjection; as, *On, ye brave!* (i.e., *Rush on!*)

EXERCISE.

Name (1) *the* Subject *and* (2) *the* Predicate.—Come this way, Sir. Take care. Help yourself. My dear son, be persuaded to stay at home. Prepare your lessons carefully. Children, be obedient to your parents. Let us take a walk. Wait a moment. Leave that alone. Speak. Let the messenger depart. Rise up. Forward! gallant hearts. Be quick, my friends. Run faster. Down! soothless insulter. Never despair. Do not hurry, boys. Once more into the breach, dear friends! Look here. Tell the man to wait, James. Friends of the world, restore your swords to man. Bid the boy come in, Mary. Up! sons of sloth. Stand still. Here, my friends!

9. In **optative** sentences the subject is preceded by the auxiliary verb *may*; as,

May every blessing be yours!

Subj., ... *Every blessing*
Pred., ... *may be yours.*

Obs. 1. *May* is often omitted; as, *Peace be with you!* i.e., *May peace be with you!*

Obs. 2. The verb itself is sometimes omitted; as, *Success to you!* i.e., *May success be to you!*

EXERCISE.

Name (1) *the* Subject *and* (2) *the* Predicate.—May your wishes be realised! May nothing mar your happiness! Heaven bless you all! God save the Queen! Good luck to you! Ruin seize thee, ruthless king! Confusion on thy banners wait. Prosperity to this house! Success attend your gallant enterprise! May no tempest shatter thy frail bark! My best blessings on you! Heaven bless the labours of the honest poor! May good digestion wait on appetite! Sweet be thy matin o'er moorland and lea! May you be happy! Heaven send it happy dew! Earth lend it sap anew! Soft sigh the winds of heaven o'er their grave!

PART I.

THE SIMPLE SENTENCE.

10. Sentences are of three kinds—**Simple, Complex,** and **Compound.**

11. A sentence is called **Simple** when it contains only one subject and one predicate; as, *The letter was torn.*

THE SUBJECT.

12. The subject of every sentence is either *simple* or *enlarged.*

13. When the subject is a single word or phrase it is called a *simple subject;* as, *Birds* fly. *To steal* is sinful.

14. When the word or phrase forming the subject is accompanied by other words that qualify or limit its meaning, the subject is said to be *enlarged;* as, *Many* birds *of beautiful plumage* are found in South America.

Obs. The enlarged subject always contains one word or phrase that may be singled out and described as the *nominative* to the predicate verb. This word or phrase is called the *grammatical subject*, and answers to the question **Who?** or **What?** Thus, in the last example, the whole or enlarged subject is, *Many birds of beautiful plumage;* the grammatical subject is *birds.*

THE SIMPLE SUBJECT.

15. The **Simple** or **Grammatical Subject** is either a *noun* or some part of speech used as a noun:—

(1.) A **noun**, with or without an article; as, *The sun* shines. *Man* is mortal.

(2.) A **pronoun**; as, *They* are here.

(3.) An **adjective**; as, *The poor* have many sorrows.

(4.) An **infinitive**; as, *To err* is human.

(5.) An **expanded infinitive phrase**; as, *To love God with all our heart* is our highest duty.

(6.) A **participial noun**; as, *Walking* is healthy.

(7.) A **participial phrase**; as, *Teaching attentive children* is a pleasant occupation.

Obs. 1. The infinitive forming the subject of a sentence may have a subject of its own; as, *For a man to steal* is disgraceful.

Obs. 2. The simple subject may consist of two or more nouns connected by a conjunction:—

(1.) When the nouns so connected are parts of one whole; as, *Two and three* make five.

(2.) When the assertion in the predicate cannot be made of each noun separately; as, *Truth and error* are opposites.

Exercises.

(1.) *Name the* Subject, *and tell of what it consists.*—Virtue is its own reward. Few are wise at all times. He has returned from France. Walking strengthens the body. Letters were daily received. The wealthy can procure many comforts. To bathe in the sea is pleasant. Will he come soon? Reading good books informs the mind. Where does he live? Send her home. To work hard is the lot of many. Truth should be spoken. Some are never content. For you to be annoyed at trifles is childish. You and I were school-fellows. To tell lies is shameful. The river is deep. Spain and Portugal form a peninsula. The idle deserve punishment. Milk and water is a wholesome drink. There is danger in the path. James and John are brothers. Peace to this house! Many are poor. Where is Jane? Lying too long in bed injures the health. Cowardice and treachery go together.

(2.) *Supply suitable* Predicates *to the following* Subjects.—James. The elephant. Few. We. Friendship. Playing at foot-ball. To sleep too long. The prudent. For a man to steal. You. Breathing. To obey your parents. Many. I. Telling the truth. Shepherds. He. Mary. Speaking in the class. The wise. Birds. To spell correctly. A hare. The fox. Skating. The French. Cats. Rivers. Thou. A soldier. She. Singing. Alfred.

(3.) *Supply suitable* Subjects *to the following* Predicates.—Is a good boy. Was easy. Run into the sea. Stands on the Thames. Is agreeable. Is strictly forbidden. Went across the field. Fight

for their country. Was watching his master's property. Ought to obey. Injures the health. Is useful. Will tell you. Came yesterday. Cut her finger. Saw the shipwreck. Are fierce animals.

THE ENLARGED SUBJECT.

16. The simple or grammatical subject may be *enlarged* by having qualifying words or phrases joined to it.

Obs. Such words or phrases are called the *attributes* or *enlargements* of the subject.

17. Since the subject must be a *noun* (or the equivalent of a noun), its attribute must be an *adjective* (or the equivalent of an adjective).

18. The subject may be enlarged by—

(1.) An adjective; as, *Good* men are respected.

(2.) A noun or pronoun in apposition; as, Milton, *the poet*, was blind. The man *himself* said so.

(3.) A possessive case; as, *John's* cap was torn.

(4.) A prepositional phrase; as, The house *on the hill* is mine.

(5.) A participle or participial phrase; as, The man, *having spoken*, sat down. *Hearing a loud noise*, I turned round.

(6.) An infinitive or infinitive phrase; as, The bridge *to be built* will cost much. Anxiety *to do one's duty* is praiseworthy.

Obs. 1. A noun is sometimes used as an adjective; as, The *London* mail was delayed.

Obs. 2. The adverbs *here*, *there*, *yonder*, (equivalent to the phrases *in this place*, *in that place*,) sometimes occur as attributes of the subject; as, The house *here* is too small.

Obs. 3. In such sentences as, *It is wrong to tell lies*, the subject is *it;* and the infinitive phrase—*to tell lies*—is in apposition with it.

Obs. 4. The subject may be enlarged by a *clause*, but the sentence is then *complex;* as, The boy *who ran away* was brought back.

Obs. 5. The subject may have several attributes; as, *The captain's gallant* troops, *the bravest soldiers in the army, seeing the battle lost, and disdaining to yield*, closed round their leader.

Exercises.

(1.) *Name the* Enlargements *of the Subject, and tell of what each consists.*—True friendship never dies. The path of duty is the way to glory. From peak to peak leaps the live thunder. There arose a great storm of wind. Where is your brother's book? The enemy's best troops were defeated. The apple, struck to the core, fell to the ground. Mary Queen of Scots was very beautiful. The desire to excel is laudable. A man of honest reputation is trusted. Every turf beneath their feet shall mark a soldier's cemetery. Bannockburn, the scene of Bruce's victory, lies near Stirling. Laughing in my face, the little child told me her name. The men themselves were to blame. The church here is to be repaired. William the Conqueror defeated Harold. The deep, sullen tones of the thunder echoed through the woods. May your father's health improve! It is the duty of a citizen to obey the laws. Did any of the workmen escape? Seeing his friend in danger, he ran for help. Paul, the great apostle, was born at Tarsus. Now came still evening on. Sit down, my friends. Saying this, he left the room. My old master's house near the lake, a beautiful villa, was destroyed by fire. It was no easy task to convince him. Above me are the Alps, the palaces of nature.

(2.) *Enlarge the Subject*—

(*a*) *By an adjective.*—..... boys gain prizes. ..... waters run deep. The ..... noise alarmed the family. A ..... servant is esteemed. ..... shoals of herrings were seen in the bay. My ..... sister has gone to Germany. The ..... sentinel gave the alarm. A ..... dog bit Henry. ..... boys are bad companions. Where does the ..... man live? May ..... blessing attend you.

(*b*) *By a word or phrase in apposition.*—Henry, ..., planted the potatoes. Albert Edward, ..., is the Queen's son. Palestine, ..., is not a large country. The boy ..... committed the theft. It is difficult ..... David, ..., slew Goliath. Edinburgh, ..., is beautifully situated. Wallace, ..., was executed in London. It is good ..... Jane, ..., was carrying home her pails. The surgeon's daughter, ..., was lost in the wood.

(*c*) *By a possessive case.*—..... wisdom is renowned. Where is ..... hat? The ..... object is the scholar's improvement. ..... friends are my friends. ..... funeral was attended by many mourners. ..... fields are sown. ..... house is large. ..... advice saved my son's life. When did ..... children come? ..... cousin has gone abroad. ..... estate is sold.

(*d*) *By a prepositional phrase.*—The field ..... is mine. The inhabitants ..... fled. The nests ..... are well built. The quarrel ..... lasted for years. Mary's marriage ..... was unhappy. Many ..... perished. The family ..... are on the Continent. The stars ..... are innumerable. The chairs ..... are made of oak. The cellar ..... is for coals.

(*e*) *By a participle or participial phrase.*—The ploughman, ...,

went home. ....., he came to my help. The children, ..., were allowed to play. ....., we went to Edinburgh. The train, ..., was an hour late. The boy, ..., was dismissed from school. The city, ..., was burned to the ground. The thief, ..., confessed his guilt.

(*f*) *By an infinitive or infinitive phrase.*—His wish ..... was gratified. The mansion ..... will be beautiful. The trees ..... have been marked. The desire ..... is praiseworthy. The lesson ....., is not difficult. His proposal ..... was rejected. The man's inclination ..... has ruined his character.

THE PREDICATE.

19. The **Predicate** is what is said about the Subject; as, The room *was crowded.*

Obs. The Predicate, in the widest sense, is that division of a sentence which contains the finite verb and all the words dependent on it. In the detailed analysis of sentences, however, the term is used in a restricted sense, so as to exclude the adverbial words or phrases that modify the meaning of the verb. The adverbial element is treated separately as the *extension of the predicate.*

20. The **Simple** or **Grammatical Predicate** is a finite verb, either intransitive or passive; as, The child *sleeps.* The thief *should have been punished.*

21. The Predicate may be a transitive verb with its object; as, The dog *bit John.* Masons *build houses.* Boys *like to play.*

Obs. In detailed analysis the transitive verb *by itself* is, for convenience' sake, regarded as the grammatical predicate, and the object is treated as a separate element of the sentence.

THE PREDICATE—THE OBJECT.

22. Every transitive verb has an object.

Obs. 1. A transitive verb can be used passively, the object of the active form becoming the subject of the passive; as, John *was bitten* by the dog.

Obs. 2. The object is found by asking *whom?* or *what?* with the verb; as, *Whom* did the dog bite? *John.* *What* do masons build? *Houses.* *What* do boys like? *To play.*

23. The Object, like the Subject, may be—

(1.) A **noun**; as, Wellington defeated *Napoleon.*

(2.) A **pronoun**; as, We saw *them.*

(3.) An **adjective**; as, We should help *the poor.*

(4.) An **infinitive** or **infinitive phrase**; as, Diligent scholars try *to learn correctly.*

(5.) A **participle** or **participial phrase**; as, They denied *having used the words.*

Obs. The object may be a *clause;* as, I believe *that you are right;* but in that case the sentence is not *simple*, but *complex.*

EXERCISE.

Name the Object *and tell of what it consists.*—The surgeon dressed the wounds. You must have patience. He hates learning. Robbers plundered the travellers. Shut the window. Sweet visions haunt thy slumbers! The boys began to fight. Try to read well. I remember having seen him. Did the gardener prune the trees? Money I cannot give. Relieve the poor. John got a prize. He endeavours to speak correctly. Do not accuse the innocent. The dog killed a hare. We left him. Did he hope to convince you? Bring it to me. Avoid doing wrong. Do you like drawing? The farmer has a horse. Henry conquered Ireland. They wish to return. We should pity the unfortunate. We intend leaving Scotland. That bad man has resolved to ruin you. Do you see her? Edward promised to make William his heir.

24. Many verbs—such as *ask, give, grant, offer, promise, teach, tell,* &c.,—seem to have two objects, the one denoting a *thing* (the **direct object**), and the other a *person* (the **indirect object**); as, He asked *me my opinion.* The teacher promised *William a prize.* They offered *money to the boy.*

Obs. 1. The indirect object is governed by a preposition (*of, from, to, for*) understood or expressed; as, He promised (*to*) *William* a prize.

Obs. 2. As the indirect object is really a prepositional phrase modifying the action of the verb, some grammarians regard it as *an adverbial phrase extending the predicate.*

Obs. 3. In the passive voice of these verbs the direct object is retained; as, I was asked *my opinion.* William was promised *a prize.*

EXERCISE.

Name (1) *the* Direct *and* (2) *the* Indirect Object.—John lent me his slate. I have returned it to him. Will he send us the new novel? He will give it to your brother. The father promised his

son a penknife. Who showed you the road? I shall ask you one question. Give me an answer. How much does this farm yield you? The man played us a tune on the pipes. The merchant offered him a situation. The captain gave a signal to his troops. The master taught her music. Tell the boy his lesson. You may offer these flowers to the lady. Bring me an axe. We should show kindness to the poor. He sold his estate to a foreigner. You might carry this parcel for me. Did he grant him his request? Honest conduct will procure you many friends. She told me the whole story.

25. When an intransitive verb is followed by a prepositional phrase, the verb and preposition, taken together, may be regarded as a *compound transitive verb*, having the noun or pronoun of the phrase as its object; as, He *laughs-at* me. The parties *contended-for* power.

Obs. 1. Such compound verbs may be used passively, which proves them to be really transitive; as, I *was laughed at*. Power *was contended-for*.

Obs. 2. When the verb cannot be turned into the passive voice without giving the expression an awkward form, it is better to consider the prepositional phrase as *an adverbial adjunct*.

EXERCISE.

Name (1) *the* Compound Verb *and* (2) *the* Object; *and prove the transitive nature of the verb by making the sentence passive.*—We can dispense with your services. The scholars long for the holidays. The slave dreamed of freedom. Many foolish people still believe in witchcraft. We approve of your conduct. The woman saw through his deceit. The teacher wonders at their ignorance. Your brother applied for a situation. The culprit asked for mercy. We rely upon your honesty. The meeting came to an unanimous resolution. His companions sneered at his proposal. The army hoped for victory. The expedition met with many difficulties. The child thinks only of play. He has atoned for his error. The master paid for the book. You should attend to your lessons. The merchant sent for the lad's parents. We can no longer bear with his insolence. The witness persisted in his statement. We spoke of his affairs. He has disposed of his property.

THE ENLARGED OBJECT.

26. The Object, like the Subject, may be enlarged by (1) an adjective; (2) a word or phrase in apposition; (3) a possessive case; (4) a prepositional phrase; (5) a participle; (6) an infinitive.

Obs. 1. The object may be enlarged by a *clause*, but the sentence is then *complex*; as, I saw the man *that brought the message.*

Obs. 2. The infinitive enlargement may have its own subject; as, I have work *to do.* I have work *for him to do.*

Obs. 3. The object may have several attributes; as, We traversed *the silent* streets *of the town, white with new-fallen snow.*

Exercise.

Name (1) *the* Object *and* (2) *its* Enlargement.—The master punished the careless boy. Leaves have their time to fall. Bring the girl's new book. We saw our friend the doctor. I love the home of my fathers. She showed me a letter written by her son. Every day has its duties. He sent the girl herself. The Islesmen carried the ancient Danish battle-axe. We heard the loud roar of the ocean. Gray torrents pour their noisy streams. The labourer enjoys his frugal fare. He climbed the dark brow of the lofty Helvellyn. He commands a fine vessel, named "The Raven." Spiders destroy myriads of flies. They shook the depths of the desert's gloom. The slave did not feel the driver's whip. Livingstone sought the secret of the ancient river. She had a trinket hanging about her neck. I have several letters to write. The farmer has another field to plough. They gave him a handsome present in money. The stranger entered a pathway leading to the garden. The midnight brought the signal sound of strife. Have you any letters for me to write? We passed an old shepherd watching his flock. The general gave the signal to advance. Everybody loves this noble man. When do you expect your father's friends?

The Predicate—The Complement.

27. There are certain verbs, called *verbs of incomplete predication,* that cannot stand alone as predicates, but must be followed by some word or phrase which completes the meaning; and is therefore termed the **Complement.** Thus, *the man seems* is an incomplete assertion; but it becomes intelligible when we add *dishonest* or *to have deceived you.*

28. The Complement may be—

(1.) A **noun**; as, John is *a sailor.* Mary has grown *a tall girl.*

(2.) An **adjective** or **adjective phrase**; as, They stood *motionless.* The matter appears *of considerable importance.*

(3.) An **adverb** or **adverbial phrase**; as, Mary is *here.* She is *in the room.*

(4.) A participle or participial phrase; as, His mother sat *weeping*. We remained *gazing at the crowd*.

(5.) An infinitive or infinitive phrase; as, You ought *to go*. The ship seemed *to be sinking fast*.

29. Many intransitive verbs, and also many transitive verbs (both active and passive), belong to the class of "verbs of incomplete predication."

Obs. The complement after *intransitive* and *passive verbs* describes the *subject* of the sentence; but after *active transitive verbs*, it describes the *object*; as, William seems *clever*. He was thought *mad*. The French made Napoleon *Emperor*.

30. The following intransitive verbs are frequently used as verbs of incomplete predication:—*Be, seem, appear, look, feel, become, get, grow, run, go, sit, stand, remain, live, die, taste*, &c.; as, Iron is *useful*. The sentence seems *just*. We remained *firm friends*. The boy appears *to be ill*.

Obs. *Be*, when it means *exist*, may stand as predicate; as, God *is*; but in this sense it is commonly preceded by *There*; as, *There is* a God.

EXERCISE.

Point out the Predicate, *naming* (1) *the* Verb *and* (2) *the* Complement.—Many die young. Roses are beautiful flowers. James is a merchant. To-morrow will be your birthday. All the scholars were present. You should be very cautious. To hear is to obey. The road became smooth. The storm is over. Be of good cheer. Stephen lived a saint. He died a martyr. The soul is immortal. I am of the same opinion. Where have you been? I was in the garden. To err is human. The man seems angry. This wine tastes sour. Is the messenger back? The fire has gone out. The sky is getting clear. The weather may prove favourable. That lady is of noble birth. Two men sat chatting. He has gone mad. May you be happy! How are you? His father appeared to know me. That is impossible. It must be so. The child fell asleep. The cup was full of water. A bridge is to be built. The house was to let. You need not be afraid. The church stood gleaming through the trees. We arrived safe. Many poisonous plants grow wild.

31. The following transitive verbs are often used as verbs of incomplete predication:—

(1.) *Make, appoint, choose, elect, constitute; name, call,*

declare, pronounce, deem, think, fancy, consider, and others of similar meaning; as, They elected him *president.* He called the man *a knave.* You fancy yourself *clever.* I consider him *to be of sound mind.*

Obs. The complement is sometimes preceded by *as* or *for*; as, We regard him *as an honest man.* Do you take me *for a fool?*

(2.) *Hear, see, observe, perceive, behold, feel.* These take an infinitive or participle as complement; as, We heard the thunder *roll.* Did you see him *climb the wall.*

(3.) Many transitive verbs take, as complement, an *adjective* describing the *result of the action* in regard to the object; as, She dyed the silk *black.* Rub your hands *warm.*

Obs. When the verbs included in these three classes are used in the passive voice, the complement then refers to the subject; as, He was elected *president.* The silk was dyed *black.* The boy was seen *to climb* (or *climbing*) *the wall.*

EXERCISES.

(1.) *Point out the* Predicate, *naming* (1) *the* Verb *and* (2) *the* Complement.—He talked himself hoarse. They chose him umpire. He thinks everbody dishonest. I deem your conduct inexcusable. You must leave these books alone. He thought his position secure. We have got the door painted. We have painted it green. The officers found the place deserted. Whom do you call a coward? He imagines himself a genius. The judge pronounced him guilty. We consider you too young. The meeting elected Mr. Jones chairman. I call such conduct folly. We left them behind. The sailor made the rope fast. Did you see the sun rise? We have got our lessons finished. She poured the glass full. He drank it empty. I shall consider your interference as a kindness. The people counted John for a prophet. We felt our courage fail us. Do you hear the child crying? Guilt makes men cowards. He shot the bird dead. I declare him to be an impostor. The good news made me happy. We considered that a good omen. They took the man for a sailor. I acknowledge him my superior. They thought the scenery very fine. We saw him fall. I can hear my heart beating.

(2.) *Turn these sentences into the passive form, and name the complement.*

32. The Complement after the following **transitive verbs** is an *infinitive* or *infinitive phrase,* and is retained when the verb is passive:—

Advise, warn, persuade, urge, entreat, let, permit, allow, beseech, wish, desire, teach, tell, bid, order, command, force, compel, and others of similar meaning; as, We advised him *to stay.* He was advised *to stay.* The general ordered his men *to advance without delay.*

Obs. The infinitive after such verbs is often considered a secondary or indirect object; but it should be observed that it corresponds in character with the complement described in paragraph 29, the action or state expressed by the infinitive being ascribed to the *object* when the verb is *active*, and to the *subject* when the verb is *passive.*

EXERCISE.

Point out the Predicate, *naming* (1) *the* Verb *and* (2) *the* Complement.—The Germans forced Napoleon to surrender. The man was compelled to go. The Bible teaches us to love our enemies. He bade the boy wait. Let me brush your coat. They told us to go away. Did you permit the servant to leave? We desired the woman to return. Tell the man to bring my letters. Do you wish me to repeat my lesson? I beseech you to be careful. Canute commanded the waves to retire. We recommended him to go home. He was obliged to obey. His friends advised him to flee. The master urged him to tell the truth. He wished us to believe him. He was allowed to leave. We were taught to sing. Let the children play outside. I advise you to obey your parents. We persuaded him to go back. You might induce my father to give his consent.

THE PREDICATE—EXTENSION.

33. Words or phrases modifying the assertion of the predicate are called **extensions** or **adverbial adjuncts** of the predicate.

34. Adverbial adjuncts express some circumstance of *time, place, manner,* or *cause* connected with the action; in other words, they tell *when, where, how,* or *why* the action was done; as, He died *yesterday.* They live *in London.* You speak *distinctly.* The man perished *from hunger.*

35. The predicate may be extended by—

(1.) An **adverb**; as, The troops fought *bravely.*

(2.) A **noun**; as, They arrived *to-day.* We left *a few weeks ago.*

(3.) A **prepositional phrase**; as, Act *with caution.*

(4.) A **participle**; as, The wind came *sweeping down the valley.*

(5.) An **infinitive**; as, He went there *to study.* He is wise *to stay at home.*

(6.) An **absolute phrase**;* as, *The sun having set,* we went home.

Obs. 1. If the adverbial adjunct is a *clause*, the sentence is *complex*; as, We went home *when the sun set.*

Obs. 2. The predicate may have several adverbial adjuncts; as, The knights will ride *in all their pride* (manner) *along the streets* (place) *to-day* (time).

Obs. 3. The adverb *not* is regarded, not as an extension, but as a part of the predicate.

36. Most extensions of the predicate may be classed under the following heads:—

1. Adjuncts of **Time**; 2. of **Place**; 3. of **Manner**; 4. of **Cause.**

1.—Time.

37. Adjuncts of Time denote—

(1.) **Point of time** (*when?*); as, He arrived *at six o'clock.*

(2.) **Duration** (*how long?*); as, He stayed *an hour.*

(3.) **Repetition** (*how often?*); as, We write *twice a-day.*

Exercise.

Name and classify the Adjuncts of Time.—Come to-morrow. The grass was cut before sunrise. The concert lasted two hours. Violets bloom in Spring. We read the *Scotsman* daily. Our friends will visit us next week. I saw him several times. They seldom agree. May I now repeat the poem? How long was he abroad? He was in America ten years. When did he return? One morning the dog disappeared. The stars are bright to-night. They are invisible during the day. The house was burned down in his absence. That dog barks incessantly. Men are often disappointed. Wait till to-morrow. Mary was born on the first of May. After waiting an hour we returned. The general was slain on the eve of victory. The minister preached twice yesterday. The battle of Waterloo was fought in 1815. Towards nightfall he was seen approaching. I have been here since morning. Come soon. The tide having turned, the ship set sail.

* An absolute phrase consists of a participle preceded by a noun or pronoun in the *nominative case absolute.* Such phrases are *extensions of the predicate.*

2.—Place.

38. Adjuncts of Place denote *rest, motion,* or *direction,* and answer to *where? where to?* (or *whither?*) and *where from?* (or *whence?*); as, We met *on the road.* He went *to London.* The ship sailed *from Leith.*

Obs. 1. Rest, motion, or direction, is implied in many phrases that do not denote actual place. Such phrases belong to this class; as, *In the multitude of counsellors* there is safety. He looked askance *at me.* The slaves rose *against their masters.*

Obs. 2. To this class also belong phrases of direction used with verbs denoting or implying *transference;* as, He will transmit a good name *to posterity.* I attribute my success *to you.*

Exercise.

Name and classify the Adjuncts of Place.—Peace was concluded at Paris. In America there are many large forests. We came from Edinburgh. He plants his footstep on the sea. He rides upon the storm. Then rose from sea to sky the wild farewell. Where are you going? The swallows twitter in the eaves. London is situated on the Thames. We saw John in the crowd at the races. Tea is cultivated in China. I received a present from my sister. The reindeer carries the Laplander over the frozen snow. We walked from Berwick to Newcastle. Torrents flow down the slopes of the mountains. Stand behind the door. The king sat on his throne. The merchant fell into difficulties. The lark sings on the wing. This insolent reply put him in a passion. Go forward. Add to your faith virtue. The carriage was driven along the street. A boy fell under the wheel. His arm was broken in three places.

3.—Manner.

39. Adjuncts of Manner generally answer to *how?* They denote—

(1.) **Manner simply**; as, You have acted *prudently.*

(2.) **Means**; as, The merchant lives *by trade.*

(3.) **Instrument**; as, He broke the window *with a stone.*

(4.) **Agency**; as, God created the world *by his power.* The boy was punished *by the master.*

(5.) **Resemblance**; as, She sings *like a nightingale.*

(6.) **Attendant circumstance**; as, The emigrant set sail *with all his family.*

(7.) **Effect**; as, The story moved us *to tears.*

Obs. 1. Words or phrases denoting **degree, measure,** and **substitution** also belong to this class; as, He was *nearly* drowned. We walked *a mile.* She went *instead of him.*

Obs. 2. Words or phrases denoting **certainty** or **uncertainty** may also be classed under **manner**:—

a. **Certainty**; as, *certainly, surely, exactly, indeed, of course, to be sure, no doubt, in truth, without exception,* &c.

b. **Uncertainty**; as, *perhaps, perchance, maybe, possibly, probably, haply,* &c.

Exercise.

Name and classify the Adjuncts of Manner.—He rushed madly into the stream. The man was slightly injured. The gardener digs with a spade. This institution is maintained at the public expense. You should speak slowly. How did he do it? He did it with a knife. The colonel rode out with his sword by his side. This trout weighs a pound. He has perhaps forgotten his promise. You speak like a child. William governed England with discretion. Sugar is sold by the pound. We bitterly thought of the morrow. Tea is extensively cultivated in China. We could scarcely discern the land. Write this letter for me. He shall pay the debt to the last penny. The Assyrian came down like a wolf on the fold. They travelled by coach. How far did you go? We sent word by telegraph. You will no doubt be surprised to see me. The letter was burned to ashes. His conduct will bring him to ruin. During the plague the citizens of London perished in thousands.

4.—Cause.

40. Adjuncts of Cause denote—

(1.) **Cause** or **Reason**; as, She wept *for joy.*

(2.) **Purpose**; as, The eye was made *for seeing.* We went to London *to visit our friends.*

(3.) **Motive**; as, He helps the poor *from charity.*

(4.) **Condition**; as, *With diligence* (i.e., *if he is diligent*) he may succeed.

(5.) **Concession**; as, *With all his eloquence* he failed to convince me.

(6.) **Material**; as, Paper is made *of old rags.*

Obs. In phrases denoting concession, something is granted which should have produced a result the reverse of that asserted in the predicate. They are introduced by *with, for, in spite of, notwithstanding*; as, *With all his cleverness* (—he *was* clever and yet—) he made a poor appearance. *In spite of my advice* (—I *did* advise him, and yet—) he returned to town.

Exercise.

Name and classify the Adjuncts of Cause.—The child died of fever. We eat to live. I knew him by his voice. Men learn much from experience. Children go to school to learn. For all his caution, the enemy escaped. The window was broken through carelessness. With such help anybody might solve the problem. Notwithstanding his failure, he persevered. He acquired a fortune by industry. Air consists of two gases. Act for the good of others. In spite of the rain we set out. He travels for amusement. She could not speak for sobbing. The grass was wet with dew. With a favourable wind the passage is made in a week. His face was radiant with joy. Time permitting, I shall write you a note. For all his wealth he was not content. What can I do for you? The estate was offered for sale. Some men toil for fame. He got leave of absence on the score of ill-health. The crops are ready for cutting. He sold the horse for forty guineas. Why do you weep?

Miscellaneous Exercises.

Classify the Adjuncts in italics—

(1.) We *seldom* see him. I can *scarcely* walk. Run *home*. Come *quickly*. The cleverest are *sometimes* deceived. The barometer fell *a quarter of an inch*. We have known him *long*. Go *away instantly*. Have you seen him *lately?* We searched *everywhere*. You should come *earlier*. My uncle is *always* content. The exercise is *carefully* written. Sugar is *extensively* used *in this country*. *Why* was he punished? *When* did you arrive? *Where* did she leave it? *How* was he hurt?

(2.) He travelled *by railway*. The train was detained *by an accident*. They are preparing *for the marriage*. The righteous flourish *like the palm-tree*. He went *with reluctance*. *With care* he may yet recover. *With all his learning* he had little prudence. Water consists *of two gases*. His brother was present *on the occasion*. *In his place* I should have acted *differently*. We were *there incessantly* annoyed *by beggars*. He was detained *at the office*. He left *eight days ago*. He was standing *with his arms folded*. Charles cut his finger *with a knife*. I speak *from experience*. He will *by no means* succeed. *For them no more* the blazing hearth shall burn. I am *not at all* surprised *at his conduct*. The expedition failed *for want of money*.

(3.) We have come *to see you*. The storms prepare *to part*. He was prudent *to refuse*. We were annoyed *to see his coolness*. People ran in all directions *to communicate the news*. You are old enough *to know better*. The news is too good *to be true*. We were delighted *to meet our old friends*. The chalk is so gritty *as to be useless*. *To prove my statement*, I shall adduce several facts. I 'll give thee a silver pound *to row us o'er the ferry*. That meat is not fit *for food*. It is not fit *to eat*. You wronged yourself *to write in such a case*. The evidence went *to prove him innocent*. The story is too

strange *for me to believe it.* He so acted *as to gain the confidence of his master.*

(4.) The child became ill *from eating unripe fruit. In honouring the Sabbath,* you honour God. They wept bitterly *at parting from us.* He was injured *by falling from his horse.* You spend too much time *talking.* The boy was punished *for being careless. On turning the corner* I met a friend. The girl caught cold *from sitting on the damp grass. By going to the races* you will offend your parents. *The storm increasing,* the ship remained in the harbour. Interrogatives are used *in asking questions. Before leaving* he gave me a shilling. Slowly he advances, *peering through the bushes.*

Analysis of Simple Sentences.

Rules—1. To analyse a simple sentence *generally* is to name, first, all the words that give the subject, and, secondly, all the words that give the predicate.

2. To analyse a simple sentence *in detail* is to name—

I. The Grammatical Subject;
II. The Enlargements of the Subject;
III. The Predicate. If the verb is a verb of incomplete predication, name 1. The Verb; and 2. The Complement.
IV. The Object.
V. The Enlargements of the Object.
VI. The Extensions of the Predicate, stating the nature of each.

Obs. Only those adverbs or adverbial phrases that qualify the predicate *as a whole,* or its essential word (*i.e.,* the verb), are to be counted extensions of the predicate. Words that modify the complement only are to be regarded as part of the complement.

Examples of Detailed Analysis.

1. The lowing herd winds slowly o'er the lea.

I.	*Subj.,* . . .	The herd
II.	*Enlarg. of Subj.,* .	lowing (*adj.*)
III.	*Pred.,* . . .	winds
VI.	*Ext. of Pred.,* . .	1. slowly (*manner*) 2. o'er the lea (*place*).

2. In this island missionaries from America had been labouring for some years with encouraging success.

I. *Subj.*, . missionaries
II. *Enlarg. of Subj.*, from America (*prep. phrase*)
III. *Pred.* . had been labouring
VI. *Ext. of Pred.*, 1. for some years (*time—duration*)
2. with encouraging success (*man.—effect*)
3. in this island (*place*).

3. The service past, around the pious man
With ready zeal each honest rustic ran.

I. *Subj.*, . rustic
II. *Enlarg. of Subj*, 1. each; 2. honest (*adj.*)
III. *Pred.*, . ran
VI. *Ext. of Pred.*, 1. the service (being) past (*abs. phrase—time*)
2. around the pious man (*place*)
3. with ready zeal (*manner*).

4. Weather permitting, we shall take our departure to-morrow.

I. *Subj.*, . We
III. *Pred.*, . shall take
IV. *Obj.*, . departure
V. *Enlarg. of Obj.*, our
VI. *Ext. of Pred*, 1. to-morrow (*time*)
2. weather permitting (*abs. phr.—condition*).

Exercises.

Analyse as above.—The harp, his sole remaining joy, was carried by an orphan boy. Like leviathans afloat, lay their bulwarks on the brine. The boy's new cap, lying in the garden, was completely drenched with rain during the night. Losing my way, I wandered sadly through the woods till daybreak. The master's son did not come down to breakfast at the proper hour. What did you come here for? Every summer our friends go to the seaside for the benefit of their health. Beside the ungathered rice he lay, his sickle in his hand. Before him, like a blood-red flag, the bright flamingoes flew. Day after day she toiled with patient art. Summer came at last with burning heat. The storm increasing, the ship did not leave the harbour. With thee conversing I forget all time. For them no more the blazing hearth shall burn.

Examples.

5. Nothing but religion can make men truly happy.

I. *Subj.*, . thing
II. *Enlarg. of Subj.*, no but religion (*adj. qualified by adv. phr.*)
III. *Pred.*, 1. *Verb*—can make
2. *Comp.*—truly happy (*adj. qual. by adv. of degree*)
IV. *Obj.* . men.

6. How oft the sight of means to do ill deeds
Makes ill deeds done!,

I. *Subj.*, . . . the sight
II. *Enlarg. of Subj.*, . of means to do ill deeds
III. *Pred.* . . 1. *Verb*—makes
2. *Comp.*—(to be) done
IV. *Obj.*, . . . deeds
V. *Enlarg. of Obj.*, . ill
VI. *Ext. of Pred.*, . how oft (*time—repetition*).

7. Did you see him fall from his horse?

I. *Subj.*, . . you
III. *Pred.* 1. *Verb*—did see
2. *Comp.*—(to) fall from his horse (*inf. phrase*)
IV. *Obj.*, . . him.

8. It would certainly afford me great pleasure to serve you.

I. *Subj.*, . . it
II. *Enlarg. of Subj.*, . to serve you (*inf. phr. in apposition*)
III. *Pred.*, . . would afford
IV. *Obj.*, . . pleasure
V. *Enlarg. of Obj.*, . great
VI. *Ext. of Pred.*, . 1. certainly (*man.—certainty*)
2. (to) me (*direction*).

Obs. *Me* may be analysed as *indirect object.* (See paragraph 24, obs. 2.)

9. Canute commanded the waves to retire from the shore.

I. *Subj.* . . Canute
III. *Pred.* 1. *Verb*—commanded
2. *Comp.*—to retire from the shore (*inf. phr.*)
IV. *Obj.*, . . the waves.

10. In such company even the meekest man may sometimes find it difficult to keep his temper.

I. *Subj.*, . . man
II. *Enlarg. of Subj.*, even the meekest (*adj. qual. by adv. of deg.*)
III. *Pred.*, 1. *Verb*—may find
2. *Comp.*—difficult
IV. *Obj.*, . . it
V. *Enlarg. of Obj.*, to keep his temper (*inf. phr. in appos.*)
VI. *Ext. of Pred.* 1. sometimes (*time*)
2. in such company (*place*).

11. Next day the man seemed quite crestfallen.

I. *Subj.* . . the man
III. *Pred.* 1. *Verb*—seemed
2. *Comp.*—quite crestfallen (*adj. qual. by adv. of deg.*)
VI. *Ext. of Pred.* . next day (*time*).

Obs. *Quite* modifies only the complement, while *next day* modifies the whole predicate and is classed as an *extension*.

Exercises.

Analyse as above.—During the siege the enemy's troops laid waste the country round the city. The path of virtue, pursued with constant step, will assuredly lead us at last to happiness. All was hushed save the wild wind. A terrific hurricane destroyed almost everything in the island. The fierce brute strained every nerve to break its chain. No person except his father was present during the interview. The Bible teaches us to love our enemies. The man is surely a fool to throw away his money. He gave me a book to read. It would be very pleasant to linger here all day. He made it his care to please his parents. None but the brave deserves the fair. Do you consider that a good omen? Did the master permit you to leave the room? I acknowledge him as my superior. Everything on board except the master's chest was soon utterly destroyed by the fire. It is always very wicked to tell lies. Leaves have their time to fall. How often have I seen thee in my dreams? He has too much work to do.

Examples.

12. There are doubtless many good men in the world, friend.

I.	*Subj.*, . . .	men
II.	*Enlarg. of Subj.*,	1. many; 2. good
III.	*Pred.*, . .	are (*i.e.*, exist)
VI.	*Ext. of Pred.*. .	1. doubtless (*certainty*) 2. there; 3. in the world (*place*).

Obs. *Friend*, not being in apposition with any word in the sentence, does not enter into its construction.

13. Come to my house to-morrow, Sir.

I.	*Subj.*, . . .	(you)
II.	*Enlarg. of Subj.*, . .	Sir (*appos.*)
III.	*Pred.*, . . .	come
VI.	*Ext. of Pred.*, . .	1. to my house (*place*) 2. to-morrow (*time*).

14. How are you?

I.	*Subj.*, ...	you
III.	*Pred.*, ...	1. *Verb*—are 2. *Comp.*—how?

15. Let us now go home.

I.	*Subj.*, .	(you)
III.	*Pred.*, .	1. *Verb*—Let 2. *Comp.*—(to) go home (*inf. phr.*)
IV.	*Obj.*, . .	us
VI.	*Ext. of Pred.*,	now (*time*).

16. The merchant sent for the boy's parents.

I.	*Subj.*, . .	the merchant
III.	*Pred.*, . .	sent for (*compound trans. verb*)
IV.	*Obj.*, . .	parents
V.	*Enlarg. of Obj.*, .	the boy's.

17. On! ye brave.

I.	*Subj.*, ...	(you)
II.	*Enlarg. of Subj.*, . .	ye brave (*appos.*)
III.	*Pred.*, ...	(march)
VI.	*Ext. of Pred.*, . . .	on (*direction*).

Obs. Supply the words omitted in elliptical sentences before proceeding to analyse.

Exercises.

Analyse as above.—There is a tide in the affairs of men. Why did you leave home so early? Firmness of purpose, combined with energy, will in the end triumph over every difficulty. Once more into the breach, dear friends! The feud between them is of long standing. The sculptor carves statues of marble. The mother, seeing her child borne away by the stream, stood motionless on the bank, with her hands raised imploringly to heaven. Up! slothful sons of ease! You cannot, of course, deny having done so. Life bears us ever on, like the stream of a mighty river. With all his learning he has but little prudence. My kingdom for a horse! There are few men without grave faults. How often must I tell you this? Good morning! Let me brush your coat, Sir. Return not evil for good. Let me hear from you soon.

Miscellaneous Exercises.

Analyse the following Simple Sentences:—

1. Around, on every side, lay the drifted snow, like a vast winding-sheet.

2. Sometimes a whole company of soldiers was suddenly swept away by an avalanche.

3. A poor drummer, crawling out from a mass of snow, beat his drum for relief.

4. All at once, a massive column of water, wreathed in vapour of dazzling whiteness, shoots into the air to the height of eighty feet, showering spray in every direction.

5. In 1066, William, Duke of Normandy, landed in Sussex with an army of 60,000 men, to deprive Harold of the throne.

6. Bursting through the barriers, the pent-up waters rushed impetuously down the valley, like a winter torrent.

7. The slaver in the broad lagoon
Lay moored with idle sail.

8. My story being done,
She gave me for my pains a world of sighs.

9. The cheerful supper done, with serious face
They round the ingle form a circle wide.

10. The sire turns o'er with patriarchal grace
The big ha'-bible, once his father's pride.

11. And there lay the rider, distorted and pale,
With the dew on his brow.

12. He lay like a warrior taking his rest,
With his martial cloak around him.

13. We buried him darkly at dead of night,
The sods with our bayonets turning,
By the struggling moonbeam's misty light.

14. With listless look, along the plain
I see Tweed's silver current glide.

15. In childhood's hour I lingered near
The hallowed seat with listening ear.

16. Around the hearth by night,
What gladsome looks of household love
Meet in the ruddy light!

17. Long, long, in hut and hall,
May hearts of native proof be reared
To guard each hallowed wall.

18. Heaven bursts her azure gates to pour
Her spirits to the midnight hour.

19. Hark! from the midnight hills around,
A voice of more than mortal sound
In distant hallelujahs stole
Wild murmuring o'er the raptured soul.

20. This morning, with Lord Moray's train,
He chased a stalwart stag in vain.

21. Bird of the wilderness,
Blithesome and cumberless,
Sweet be thy matin o'er moorland and lea!

22. Over the rainbow's rim,
Musical cherub, soar singing away!

23. Across his brow his hand he drew
From blood and mist to clear his sight.

24. Knowledge to their eyes her ample page,
Rich with the spoils of time, did ne'er unfold.

25. Half a league onward,
All in the valley of death,
Rode the Six Hundred.

26. In that hour of deep contrition
He beheld with clearer vision,
Through all outward show and fashion,
Justice, the Avenger, rise.

27. A band, the noblest band of all,
Through the rude Morgarten strait,
With blazoned streamers and lances tall,
Moved onwards in princely state.

28. At length the freshening western blast
Aside the shroud of battle cast.

29. Far in the bosom of the deep
O'er these wild shelves my watch I keep,
A ruddy gem of changeful light,
Bound on the dusky brow of night.

30. Far from the madding crowd's ignoble strife,
Their sober wishes ne'er had learned to stray.

PART II.

THE COMPLEX SENTENCE.

41. **A Complex Sentence** contains two or more finite verbs, but only one principal subject and predicate.

42. The clause of a complex sentence that contains the main subject and predicate is called the **principal clause**: that which contains any other of the finite verbs is called a **subordinate clause**; as, The man who fell from the roof of the house was severely injured.

Princ. Clause.—*The man was severely injured.*
Subor. Clause.—*Who fell from the roof of the house.*

Obs. There may be more than one subordinate clause in a complex sentence; as, The man who fell from the roof of the house *in which I live* was severely injured.

43. A subordinate clause may stand instead of *a noun, an adjective,* or *an adverb.* There are, therefore, three kinds of subordinate clauses, viz.:—

(1.) **Noun Clauses**; as, I heard *that you were ill.*

(2.) **Adjective Clauses**; as, The man *that deceives* is not trusted.

(3.) **Adverbial Clauses**; as, They left *before the sun had set.*

EXERCISE.

Name (1) *the* Principal *and* (2) *the* Subordinate *clause.*—His father, who was present, gave his consent. Call on me when you return. There are many who envy the rich. Tell me what he said. Can you explain why he left so suddenly? Bide ye in the Maiden Town, while others fight for you. As he doffed his dinted helm, the tears ran down his cheek. He asked where I had been. Before I could answer him, he entered the house. Few shall part where many meet. I know the boy that won the prize. Though he were a peasant, I would treat him with delicacy. It hath lain upon a bosom where no other shroud shall lie. He is a better scholar than you are. Have you any friend on whose advice you can rely? Owls fly abroad when it is dark. We must wait till our friends arrive. You cannot go if it rain.

44. Simple sentences are made complex by changing nouns or noun phrases into noun clauses; adjectives or adjective phrases into adjective clauses; and adverbs or adverbial phrases into adverbial clauses; as,

Do you know *his age?* = Do you know *how old he is?*

The *virtuous* man is happy. = The man *who is virtuous* is happy.

He arrived *after your departure.* = He arrived *after you departed.*

EXERCISE.

Change the following Simple *sentences into* Complex *sentences, by substituting equivalent clauses for the words or phrases in italics.*—Do you remember *our first meeting? The manner of his escape* was never known. The *prudent* man looks to the future. The reason *of my coming* is obvious. Can you show me the place *of your birth?* I believe *the man to be guilty. With diligence* he may yet succeed. Come to me *on your return from school.* He was delighted *at gaining the prize. His success* is a mystery to me. *Before leaving* he gave me a book. *On hearing the news* he was very sad. *His bravery* is undoubted. He denied *having been there.* We are sure *of his approval. The rain having ceased,* we set out. He is conscious *of having done his duty. In your place* I should have acted differently. We arrived *on the stroke of twelve.* Tell me *the date of your birth.* Angels rejoice over the *repentant* sinner.

45. Complex sentences are made simple by changing subordinate clauses into equivalent words or phrases; as, The rumour *that he was dead* was not believed. = The rumour *of his death* was not believed.

EXERCISE.

Substitute Words or Phrases *for the subordinate* Clauses *in italics, and so make the sentences* Simple.—I am convinced *that he is innocent.* He met a friend *as he turned the corner.* The soul is dead *that slumbers.* Are you sure *that he will help you?* We were sorry *when they departed.* I doubt *whether he is sincere.* He thinks *he is clever.* They got up *before the sun rose.* *When Charles I. was king,* Englishmen wore a peculiar dress. The dog began to bark *when I approached.* *If the wind be favourable,* we shall soon cross the channel. I esteem him *because he is sincere.* This explains *why he was sad.* The man *who is wise* is happy. Show me the field *where the battle was fought.* I asked *whether his father was well.* That action showed *how brave he was.* He told me *when he was born.*

THE NOUN CLAUSE.

46. The **Noun Clause** occupies the place of a *noun;* as, *That you are wrong* is easily proved. I understand *what you mean.* Ask him *if he will come.*

Obs. 1. When a noun clause is a subject, the sentence may begin with *it;* as, *It* is easily proved *that you are wrong.* The clause is then regarded as in apposition with the subject "*it.*"

Obs. 2. The verb of the noun clause is sometimes omitted; as, I know what (*I am*) to do. He knows where (*he is*) to go.

47. A Noun Clause may be—

(1.) The **Subject** of the principal clause; as, *When he will come* is uncertain.

(2.) The **Object** of the principal clause; as, We believe *that he is honest.*

(3.) The **Complement** of the principal predicate; as, My belief is *that he knew no better.*

(4.) In **Apposition** with some noun in the principal sentence; as, The fact *that he was absent* proves his innocence.

Obs. 1. A noun clause may follow certain nouns and adjectives that have a verbal meaning, such as *doubt, proof, certainty, sure, certain, doubtful, mindful, desirous, conscious,* &c.; as, There is abundant proof *that the earth is round.* We are not certain *whether he will come.* Such clauses are in apposition with a noun understood; as, There is abundant proof *of this* (viz.), *that the earth is round.* We are not certain *of this* (viz.), *whether he will come.*

Obs. 2. A noun clause is sometimes governed by a preposition; as, They had nothing except *what I gave them.* It never rains but *it pours* (=*without pouring*). All the air a solemn stillness holds, save *where the beetle wheels his droning flight.*

EXERCISE.

Point out the Noun Clause, *and tell its relation to the* Principal Clause.—I cannot say where he is. Whether he will come is uncertain. Tell me how you solve this problem. I am glad that you are here. My opinion is that you are quite wrong. Can you tell who did it? It is strange that you should thing so. I will consider what you have said. Explain why you acted in this manner. That you have been deceived is evident. I am astonished that you delay so long. We are sure that he is innocent. Can you tell when he will return? How he escaped is a mystery. We know at what hour you left. The fact that he once failed did not discourage him. Mark how he changes colour. Every one is aware that he is guilty. I ask whether you consent. He would not tell who did it. Whatever he touches turns to ice. Till that moment Nelson was ignorant how the battle went. Not an hour passes but I see him. He cannot play but he hurts himself. The room is comfortable in every respect except that it wants a fire-place. He knows how to do it. Tell me where to go.

48. The Noun Clause is connected with the principal clause by—

(1.) The conjunction that; as, We know *that he failed.*

(2.) The conjunction whether (or if used for *whether*); as, Ask *if he is at home. Whether he knows* is doubtful.

(3.) The interrogatives *who, whose, whom, which, what, when, whence, where, whither, how, why,* &c.; as, Tell me *which you choose.* Do you know *whence he comes?*

Obs. 1. *That* is often omitted when the noun clause is the object; as, I fear *he has lost his way.*

Obs. 2. *That* is omitted when the principal clause is used parenthetically; as, *He has,* I fear, *lost his way:* and also when the noun clause is a quotation; as, "We come," said they, "from the distant isles."

EXERCISE.

Point out the Noun Clause, *and tell its relation to the* Principal Clause.—The messenger stated that the vessel had arrived. She says her father is ill. Can you tell who wrote *Marmion?* It occurs to me that I left the door open. I thought I knew your face. Show him how to write the exercise. His friends, I understand, assisted him. Tell me where you live. Whoever came was made welcome. Did he not ask if you had been ill? That he will succeed is certain. We doubt whether he can come. Do whatever you think right. My desire is that you may prosper. I cannot express how sorry I am. Nobody understands why he went away. "I am content," he said, "to wait another hour."

You forget he has a bad memory. Say what you have to say. How he will escape remains to be seen. It is doubtful if they could find their way back. I can guess who stole the apples. Tell me what should be done. He asked me when I heard from you last. Two men were heard whispering, "I do not like the job."

The Adjective Clause.

49. An **Adjective Clause** occupies the place of an *adjective*, and may qualify—

(1.) The **Subject** of the principal clause; as, Servants *that are honest* are trusted (i.e., *honest* servants).

(2.) The **Object** of the principal clause; as, We praise scholars *who are diligent* (i.e., *diligent* scholars).

(3.) Any **noun** or **pronoun** in the sentence; as, He is engaged in a work *that involves great labour* (*i.e.*, in a *very laborious* work).

Obs. It is not always possible to substitute an adjective for an adjective clause, as in the preceding examples.

50. Adjective Clauses are introduced by—

(1.) **Relative Pronouns**, either alone or governed by a preposition; as, They *that seek* shall find. The friend *in whose house I was living* went with me.

Obs. 1. *As*, preceded by *such*, has the force of a relative; as, Such skill *as he displayed* is rarely seen.

Obs. 2. *But* has the force of a relative in certain constructions involving a negative; as, There was not a man *but lost something* (i.e., *who* did *not* lose something).

Obs. 3. When the relative is in the objective case, it is often omitted; as, This is the book (*which*) I want. The man (*whom*) you saw was my brother.

Obs. 4. The antecedent is sometimes omitted; as, Who steals my purse steals trash (*i.e.*, *He* who steals, &c.)

Exercise.

Point out the Adjective Clause *and the* word it qualifies.—Show me the exercise which you wrote. The field in which the battle was fought lies near the Tay. The evil that men do lives after them. The man with whom you lodge is a rogue. The master punished the boy whose book was lost. Who lives longest sees the most. That is the ring I found. This is the street in which he lives. I serve a master whom I respect. We love them who love us. Such as are virtuous are happy. The message he sent made

me sad. There is no station in life but has its difficulties. Did you ever witness such conduct as he displayed? They who don't know must be told. He whose creatures we are will never forsake us. Where is the book you had yesterday? There is not a schoolboy in Scotland but has heard of Wallace. And parted thus they rest, who played beneath the same green tree. Them that honour me I will honour. Not to me returns the vernal joy my better years have known.

51. Adjective Clauses may also be introduced by—

(2.) **Relative Adverbs**, such as, *where*, *when*, *why*, *wherefore*, *wherein*, *whereon*, *whereof*, *whither*, &c. These adverbs have the force of relative pronouns governed by prepositions; as,

I saw the house *where* (i.e., *in which*) *you live.*

We know the reason *why* (i.e., *for which*) *he left.*

He returned to the place *whence* (i.e., *from which*) *he came.*

Obs. *That*, introducing an adjective clause, is sometimes equivalent to a relative governed by a preposition; as, Train up a child in the way *that* (i.e., *in which*) *it should go.*

EXERCISE.

Name the Adjective Clause *and the* word it qualifies.—Sweet is the month when roses bloom. I know a bank whereon the wild thyme blows. That is the house where Burns was born. The reason why he left was never known. A wooden cross marks the spot where he lies buried. The place whereon thou standest is holy ground. Show me the field where the battle was fought. The time when the ship sails is not fixed. Tell the reason why you said so. Beware of the day when the Lowlands shall meet thee. In Bruges' town is many a street whence busy life hath fled. Teach me the way wherein I ought to walk. In the day that thou eatest thereof thou shalt surely die. That is the point wherein he errs. This was the first time that I had ever seen it done. The matter whereof you speak is of no interest to me. He returned from Spain, whither he had gone many years before. He called at my house the moment that he arrived.

52. Adjective clauses and noun clauses have often the same form, and must be carefully distinguished. For a noun clause the word *something* may be substituted; an adjective clause must always have a noun that it qualifies; as,

I know *who did it* (*noun clause*—I know *something*).

I know the man *who did it* (*adj. clause* qualifying *man*).

53. **The Compound Relatives** introduce noun clauses. They may, however, be resolved into an antecedent and a relative, and then the antecedent is included in the principal clause, and the relative introduces a subordinate adjective clause; as,

What you propose is unreasonable. = That *which you propose* is unreasonable.

Whoever came was welcome. = Any person *that came* was welcome.

EXERCISE.

Name the Subordinate Clause, *and tell its nature.*—You know where he lives. Do you know the house where he lives? This is the spot on which he stood. Tell me when I may expect you. Tell me the time when I may expect you. Can you name the boy who said so? Do you know who said so? I can tell why he came. Tell us the reason why he came. Did you hear how it was done? Ascertain the hour when the train leaves. Ask him whence he comes. I discovered when he arrived. We were not told where we were to go. He indicated the very spot where it lay. Repeat what he said. Everything he does is well done. Whatever he does is well done. Whoever said so was misinformed. Any person who says so must be very ignorant. Show me what you have written. Show me that which you have written.

THE ADVERBIAL CLAUSE.

54. An **Adverbial Clause** occupies the place of an adverb, and may qualify any verb, adjective, or adverb in the principal clause; as, He left *before the sun rose.* He is taller *than I am.*

55. Adverbial Clauses, like adverbs and adverbial phrases, denote (1) **Time**; (2) **Place**; (3) **Manner**; or (4) **Cause.**

(1.)—TIME.

56. Adverbial Clauses of Time are introduced by—

(1.) **Relative Adverbs** of time; *when, whenever, while, whilst.*

(2.) **Conjunctions** of time; *before, after, since, as, till, until, ere, as soon as, as long as, as often as, no sooner than, just when,* &c.; as,

I shall leave home *when you return.*

She was sewing *while you were playing.*
Come *as often as you please.*

Obs. All relative adverbs,* whether of time or place, have a double force; they *connect* the subordinate with the principal clause, and they also *modify* the verb of the adverbial clause. Conjunctions, on the other hand, only *connect.*

EXERCISE.

Point out the Adverbial Clauses of Time.—I shall wait her until you return. He read while I wrote. When you go to London, visit the Crystal Palace. We have remained here since you left. As soon as the sun rose, the whole village was in commotion. Visit me whenever you please. He was no sooner gone than I started from my hiding-place. What time the daisy decks the green thy certain voice we hear. You may send the book whenever you like. Can you wait till I have finished my exercise? I shall wait as long as you please. We entered the town just as the procession was leaving. Wars will not cease so long as men are ambitious. We met him as we were coming home. Much must be done ere that can happen. Call at my house before you leave town. After he had spoken, he sat down. They were fishing when we saw them.

(2.)—PLACE.

57. Adverbial Clauses of Place denote *rest* or *motion*, and are introduced by the Relative Adverbs *where, whither, whence, wherever,* &c.; as, The tree lay *where it fell.*

Obs. The demonstrative adverbs (*here, there,* &c.) corresponding to the relative adverbs are not unfrequently expressed in the principal clause; as, *Where your treasure is,* there will your heart be also.

EXERCISE.

Point out the Adverbial Clauses of Place.—He has gone whence he came. I will go whither you dare not follow. He lies where pearls lie deep. The soldier goes wherever the general orders him. Wheresoever the body is, thither will the eagles be gathered together. They followed him wherever he went. Whither I go, ye cannot come. There, where grows the hawthorn tree, we

* The principal relative adverbs are, *when, whence, whenever, why, how, where, wherever, whither, whereas, whereby, wherein, whereof, wherewith, whereat, while, whilst.*

often met in days gone by. Where'er we turn, Thy glories shine. Smooth runs the water where the brook is deep. Where your treasure is, there will your heart be also. Fools rush in where angels fear to tread. He may wander wherever he pleases. Reap not where thou hast not sowed.

(3.)—Manner.

58. Adverbial Clauses of Manner are introduced by the connectives *as, as if, as though, so as, as that, than, so far as*, &c. They denote—

1. **Manner** simply; as, He speaks *as he thinks.*

2. **Resemblance**; as, He walks *as if he were tired. As the hart panteth after the water-brooks,* so panteth my soul after Thee.

Obs. 1. **As if** (or **as though**) is elliptical; thus, He walks *as if he were tired=He walks as* he would walk *if he were tired.* The latter clause denotes *condition*, and is dependent on the clause of manner, *as he would walk.*

Obs. 2. **As when** is also elliptical; as, Down they sped *as when the torrent rushes from the hill = Down they sped as* the torrent speeds *when it rushes from the hill.* The latter is a clause of *time*, dependent on the clause of manner, *as the torrent speeds.*

3. **Consequence** or **Effect**; as, He speaks so loud *that every one can hear him.* His character is such *that you cannot trust him.*

4. **Degree**: (*a.*) *Limitation;* as, He helped me *as far as he could.*

(*b.*) *Comparison;* as, He is as clever *as you* (*are*). John is taller *than I* (*am*). He is not so old *as he looks.*

(*c.*) *Proportion;* as, *The longer we live,* we gain the more experience. It gets colder *the higher we ascend.*

Obs. 1. Clauses of Comparison qualify the adjective or adverb to which they are attached.

Obs. 2. When the adverbial clause denotes *proportion*, the idea of consequence or result is to a certain extent implied in the principal clause. This will enable the pupil to distinguish the principal from the subordinate clause. Thus, in the sentence, "*The more he teaches the more he learns,*" it is implied that *his learning more* will be the result of *his teaching more;* and, accordingly, "*the more he learns*" is the principal clause.

5. **Certainty** or **Uncertainty**; as, *As sure as I speak,* you will repent of this.

EXERCISE.

Point out the Clauses of Manner.—Do as you think best. Run as quickly as you can. He speaks as if he knew everything. The water is as clear as crystal. He is so dull that he can learn nothing. As three is to six so is four to eight. The more you read, the wiser you will become. It turned out as I expected. A bird flies swifter than a horse can run. The road became rougher as we proceeded. As the tree falls so it must lie. He is as rich as he wishes to be. He looks as if he were innocent. He had more to suffer than his strength could bear. The gale was so violent that many trees were blown down. John is more studious than clever. She does not read so well as Jane. A man is respected as he respects himself. He works harder than ever. You speak more nonsense than sense. The church is not so large as it looks. What is sweeter than honey? The longer you play, the less you will learn. The valley is as deep as the mountain is high. The fox lay as though it were dead.

(4.)—CAUSE.

59. Adverbial Clauses of Cause denote—

1. **Cause** or **Reason.** The connectives are, *because, since, as, inasmuch as, seeing that,* &c.; as, We esteem him *because he is good.*

2. **Condition**; connectives, *if, unless, except, provided* (*that*), *in case* (*that*), *suppose* (*that*), &c.; as, He will go, *if you ask him. In case it should rain,* we remained at home.

Obs. 1. "*If*" is sometimes omitted, and then the clause takes the form of an interrogative sentence; as, *Were he more diligent,* he would be more successful.

Obs. 2. A condition is sometimes expressed by the imperative; as, *Tell me this,* and I shall be satisfied (i.e., *If you tell me this,* I shall be satisfied).

3. **Concession** (*see par.* 40, *obs.*); connectives, *though, although, however, even if, even though, whether, notwithstanding* (*that*), &c.; as, *Though he slay me,* yet will I trust in him.

Obs. 1. The conjunction is sometimes omitted, and then the clause is inverted; as, *Be they young or old,* they must leave (i.e., *Whether they be,* &c.)

Obs. 2. Concession may be expressed by the *imperative,* and also by clauses beginning with *whoever* and *whatever;* as, *Say what you please,* you will not provoke me. *Whoever he is,* I do not fear him. *Whatever he may do,* he cannot injure you.

4. **Purpose** or **Motive**; connectives, *that, lest* (*=that not*), *in order that, so that;* as, You come to school *that you may learn.* Beware *lest you be deceived* (i.e., *that you be not deceived*). I show you the danger *that you may avoid it.*

Obs. 1. Purpose may be expressed by a *relative clause;* as, Spies were sent out *who should report the position of the enemy.*

Obs. 2. In simple sentences purpose is expressed by an *infinitive;* as, You come to school *to learn* (or, *in order to learn*).

Obs. 3. In the sentence, "He acts so as to please his master," the infinitive phrase denotes *manner, consequence,* or *purpose.*

EXERCISE.

Point out and classify the Adverbial Clauses of Cause.—Except ye repent ye shall all likewise perish. If you come early, you will find me at home. Had you seen it, you would have been surprised. Every citizen, whoever he may be, must obey the laws. Should it rain we shall not go out. Suppose you had been present, what would you have done? Take care lest you make the same mistake. Wise as you are, you don't know that. Unless you make haste you will miss the train. As he was in a hurry, I did not speak to him. He was angry because he had been deceived. Seek and ye shall find. I would not go, even if I were invited. Our friends will come, provided the day keep fine. Though he should deny it, yet I must believe it. We eat that we may live. I must go inasmuch as I promised. Whatever may happen, do not lose temper. Seeing you force me, I must comply. Give me that, and I shall be satisfied. However prudent you are, you will not please everybody. You may remain here if you wish. We manure the fields in order that they may become fruitful. Since you desire it, I will look into the matter.

CONTRACTED COMPLEX SENTENCES.

60. A Complex Sentence is often *contracted* by the omission of some word or words essential to the complete construction. Before proceeding to analyse such sentences, the words omitted must be supplied; as, He does not know *what to say* (i.e., *what he ought to say*). The story, *though strange,* is true (i.e., *though it is strange*). He treated me *as a slave* (i.e., *as he would treat a slave,* or, *as if I were a slave*).

EXERCISES.

Supply the words omitted in the—

(1.) *Noun Clauses.*—Does he know what to say? Tell me how to act. He said he would go at once. I shall tell you when to begin. You confess he never injured you. She did not say it was you. Show me where to plant this bush. I suppose you are aware of that. I fear he has deceived you. Be thankful I did not fire.

(2.) *Adjective Clauses.*—That is all I have. He described the house he lived in. This is the man you seek. He got the book he wanted. I am monarch of all I survey. My brother arrived the day I left. Workmen earn the meals they eat. Tell me the reason you went away. The moment he landed, he called at my house. Here is the ring you lost.

(3.) *Adverbial Clauses.*—When in Rome, I met many friends. While travelling he became ill. He will not do it until compelled. A good name, when once lost, is not easily recovered. The water, though clear, is unwholesome. You write better than I. It is more blessed to give than to receive. I shall give reasons if called upon to do so. Were he ever so rich, he cannot buy health. He was as gay as a lark. John is more diligent than clever. I would rather die than do that. When at school, he wished to learn French. His face did shine as the sun. Could I fly, I'd fly with thee.

GENERAL EXERCISES.

Tell the nature of the Subordinate Clause.—(1.) We walked till we were tired. He runs faster than I. That is all I have to say. Put the book where you got it. Is that the place where you got it? Show me where you got it. It was evident that he was guilty. Who stole the apples was uncertain. The boy who stole the apples was punished. He gives twice who gives quickly. Whither I go you cannot come. We never heard whither he went. The soul is dead that slumbers. Things are not what they seem. Think before you speak. Mary is not so pretty as Jane. As a man lives, so he dies. We serve a master whom we love. Can you guess whom I mean? Inquire if he is at home. If he is at home, you will see him. Whoever said so was mistaken. The more you have, the more you want. Where ignorance is bliss, 'tis folly to be wise.

(2.) Something has happened since you left. Since you wish it, I will tell you. Read that you may learn. Read what you like. Come what may, I must go. Unless he study, he will not learn. Ascertain whether there is a meeting to-morrow. Them that honour me I will honour. Did he seem anxious that you should go? It is strange that you should think so. Do what I bid you. As he left early we did not see him. He is so deaf that he cannot hear what you say. He will go wherever you choose. The boy was rewarded because he was diligent. Whatever others do, let us act cautiously. It is doubtful whether he can recover.

(3.) Should he call again, ask what he wants. His conduct shows that he is insincere. I am aware your friend is ill. Were he here, he would give you the same advice. Take care lest you fall. Show me the bush where the nest is. Show me where it is. While you were playing, I was reading. Tell me how you did it. I do not know why he said so. The reason why he left is evident. Though you come, you will not be admitted. So far as I can judge, he has acted properly. Now that you have confessed, I am satisfied. Unless you study when young, you will be ignorant of much you ought to know when you are grown up. Little he 'll reck if they let him sleep on in the grave where a Briton has laid him. As they drifted on their path, there was silence deep as death.

Analysis of Complex Sentences.

General Analysis. (1.) Divide the sentence into the Principal Clause (A) and the subordinate clauses (a_1, a_2, a_3, &c.), underlining the connectives.

Obs. Clauses subordinate to a_1 are represented by a_1a_1, a_1a_2, &c.

(2.) Analyse the whole sentence as if each subordinate clause were a single word or phrase.

Detailed Analysis. Proceed as above, and then analyse each subordinate clause separately.

Examples.

1. The Alpine traveller will not forget the moment when the Matterhorn first rose before him.

A. The Alpine traveller will not forget the moment

a_1. *When* the Matterhorn first rose before him (*adj. clause qual.* moment).

I.	*Subj.*. . .	The traveller
II.	*Enlarg. of Subj.*,	Alpine
III.	*Pred.*, .	will not forget
IV.	*Obj.*. .	the moment
V.	*Enlarg. of Obj.*,	*when the Matterhorn first rose before him*(a_1).

Analysis of a_1

I.	*Subj.*, . . .	the Matterhorn
III.	*Pred.*, . . .	rose
VI.	*Ext. of Pred.*, . .	1. first (*time*) 2. before him (*place*) 3. when (*time*).

2. Mary writes better than Jane.

A. Mary writes better

a_1. *Than* Jane writes (*adv. clause qual.* better).

I. *Subj.*, . . Mary
III. *Pred.*, . . writes
VI. *Ext. of Pred.*, . better *than Jane writes* (a_1, *manner*).

Analysis of a_1.

I. *Subj.*, ... Jane
III. *Pred.*, ... writes.

Than is merely connective, and does not enter into the construction of the clause.

3. The bird that doth most sweetly sing
Sings in the shade when all things rest.

A. The bird sings in the shade
a_1. *That* doth most sweetly sing (*enlarg. of subj. of* A)
a_2. *When* all things rest (*adv. ext. of pred. of* A).

I. *Subj.*, . . The bird
II. *Enlarg. of Subj.*, *that doth most sweetly sing* (a_1)
III. *Pred.*, . . sings
VI. *Ext. of Pred.*, . 1. in the shade (*place*)
2. *when all things rest* (a_2, *time*).

Then analyse a_1 and a_2 separately.

4. Unless you study when young, you will afterwards be ignorant of much you ought to know.

A. You will afterwards be ignorant of much
a_1. (*That*) you ought to know (*adj. clause qual.* much)
a_2. *Unless* you study (*adv. clause, condition, ext. pred. of* A)
a_2a_1. *When* (you are) young (*adv. clause, time, ext. pred. of* a_2).

I. *Subj.*, . you
III. *Pred.*, . 1. *Verb*—will be
2. *Comp.*—ignorant of much (*that*) *you ought to know* (a_1)
VI. *Ext. of Pred*, 1. afterwards (*time*)
2. *Unless you study when* (*you are*) *young* (a_2, a_2a_1).

Then analyse a_1, a_2, a_2a_1 separately.

EXERCISES.

Analyse as above—

1. Mary does not read so well as Jane. 2. Unless the Lord build the house, they labour in vain that build it. 3. Though you have excellent teachers, you will never learn to read well if you are not attentive to their instructions. 4. I am never so happy as when at home. 5. The valley is as deep as the hill is high. 6. Had I seen him before he left, I should certainly have asked him if the story was true. 7. When we met him on the road, he looked as if he were sick. 8. I feared he would injure himself if he lifted that heavy weight. 9. In case you need my assistance, send for me, even if I should be engaged at the moment. 10. My friend, who is very obliging, said he would lend me the money, provided I would return it within three months. 11. My uncle, who was

invited to meet you, writes to say that he cannot come, as he expects company. 12. If their assailant had renewed his attack while they were in this helpless condition, they would all have perished. 13. Since you are my friend, you will surely advise me how to act under the circumstances. 14. The panting sheep-dog seeks the spot where leafy shadows fall. 15. From the summit of the mountain we strained our eyes in vain to see if we could distinguish the guests loitering about the inn door. 16. How the men who had preceded us had passed the sentinels, we could not imagine. 17. As his proud fleet came on, Nelson hailed Hood to ask whether the action should commence that night. 18. Bruce studied how he might supply by stratagem what he wanted in numbers.

19. I stood on the bridge at midnight,
As the clocks were striking the hour.

20. There's not a string attuned to mirth
But hath its chords of melancholy.

21. Lives of great men all remind us
We can make our lives sublime.

22. The touch of the sunbeam hath waked the rose,
To deck the hall where the bright wine flows.

23. There is a tide in the affairs of men
Which, taken at the flood, leads on to fortune.

24. The boy stood on the burning deck
Whence all but him had fled.

25. Not as the conqueror comes
They, the true-hearted, came.

26. Not a soldier discharged his farewell shot
O'er the grave where our hero we buried.

27. They knew by his awful and kingly look
That he dreamed of days when the nations shook.

28. There is no fireside, howsoe'er defended,
But has one vacant chair.

29. A time there was, ere England's griefs began,
When every rood of ground maintained its man.

30. Had I your tongues, I'd use them so
That heaven's vault should crack.

31. Through the open doors
The harmless phantoms on their errands glide,
With feet that make no sound upon the floors.

32. He who, from zone to zone,
Guides through the boundless sky thy certain flight,
In the long way that I must tread alone
Will lead my steps aright.

33. Vainly the fowler's eye
Might mark thy distant flight to do thee wrong,
As, darkly painted on the crimson sky,
Thy figure floats along.

34. On wound those columns bright
Between the lake and wood,
When a shout arose from the misty height,
Where the mountain-people stood.

35. When the warm sun, that brings
The hours of seed-time, has returned again,
'Tis sweet to visit the still wood, where springs
The first flower of the plain.

36. Spake full well, in language quaint and olden,
One who dwelleth by the castled Rhine,
When he called the flowers, so blue and golden,
Stars that in earth's firmament do shine.

37. His thought
The lesson well could trace,
Which even he who runs may read,
That perseverance gains its meed.

38. Ye winds, that have made me your sport,
Convey to this desolate shore
Some cordial, endearing report
Of a land I shall visit no more.

39. And parted thus they rest, who played
Beneath the same green tree,
Whose voices mingled as they prayed
Around one parent knee.

40. Beneath the mountain's brow the cottage stood,
Hard by a shelving lake whose pebbled bed
Was skirted by the drapery of a wood
That hung its festoon foliage overhead,
Where wild deer came at eve unharmed to drink,
While moonlight threw their shadows from the brink.

PART III.

The Compound Sentence.

61. A **Compound Sentence** contains two or more sentences co-ordinate with each other; as, *The moon shines bright* and *the bark bounds light.* Here we have two independent assertions united by the co-ordinating conjunction *and.*

62. The co-ordinate members of a Compound Sentence may be either simple or complex sentences; as, *I read* and *you play. We walked to the house where he lives,* but *our friends waited until we returned.*

Obs. Subordinate clauses may also be co-ordinate with each other; as, We knew *whence he came* and *whither he was going.*

63. Co-ordinate sentences are divided into *four classes* according to the relation in which they stand to each other:—(1.) **Copulative**; (2.) **Alternative**; (3.) **Adversative**; and (4.) **Illative** and **Causative**.

Obs. The relation between co-ordinate members is indicated by the connecting word.

1.—Copulative Sentences.

64. **Copulative Sentences** are simply coupled together; as, This book is mine, and that slate is yours.

Obs. 1. The members may be of *equal force;* as, *You work and we play;* or the second may be more emphatic than the first; as, *Not only did he say so, but he confirmed his statement with an oath;* or the members may rise in emphasis; as, *He first walked slowly along, then he quickened his pace, and then he began to run.*

Obs. 2. Copulative sentences are connected by *and, also, likewise, besides, moreover, as well as, neither* (=*and not*), *nor* (=*and not*), *not only* (*merely*) ..... *but* (*also*), *both* ..... *and, partly* ..... *partly, first* ..... *then* ..... *next, first* ..... *secondly,* &c.

Obs. 3. Copulative sentences may stand side by side without any connective; as, *They stop, they start, they snuff the air.*

Obs. 4. *Who* (= *and he*), *where* (= *and there*), *when* (= *and then*), &c., may connect copulative co-ordinate sentences; as, At last we reached the house *where* (= *and there*) *we parted.*

2.—Alternative Sentences.

65. **Alternative Sentences** imply that a choice is offered or denied between two or more propositions; as, *Either he deserted or he was killed in battle.*

Obs. 1. The principal connectives of alternative sentences are:—*either* ..... *or, neither* ..... *nor, or, or else, else, otherwise;* as, Hasten to reform, *else* you will be ruined.

Obs. 2. In poetry *or* is sometimes used for *either*, and *nor* for *neither;* as, *Or* by the lazy Scheldt or wandering Po.

Exercises.

Point out the Co-ordinate Sentences, *and tell whether they are* Copulative *or* Alternative.

(1.) The night was dark and the rain fell fast. He refused to help me, nor would he give any reason. Either my watch is wrong, or the train is late. This book is mine; the slate is mine also. For a moment he stood silent, then he burst into tears. I came, I saw, I conquered. Confess or die. He would neither go himself, nor would he allow me to go. They toil not, neither do they

spin. The servant was disobedient; he was, moreover, very impertinent. Run faster, or else you will be too late. The sun went down, nor ceased the carnage there. You should either go yourself, or you should send a trustworthy messenger. Be more careful, otherwise you will be punished. We sat down by the wayside, where we ate our scanty meal. Impudence is a vice; conceit, a folly. He must either be more studious, or he will lose the prize.

(2.) We conversed with one of the workmen, who related to us the particulars of the accident. He first neglected his work, then he associated with bad companions, and at length he became a thief. He was not only found out, but he was likewise severely punished. Either leave at once, or sit down quietly. Come, examine this toy. First we went to the museum, then we visited the castle. He must return soon, or his business will suffer. I shall be back to-morrow, when I shall give you an account of my visit. We went to the castle, where we saw the Regalia. He neither came, nor did he send any excuse. It rains and the wind is never weary. Thou desirest not sacrifice, else would I give it. Reading maketh a full man, conference a ready man, and writing an exact man. Stone walls do not a prison make, nor iron bars a cage. The land was now seen in the distance, whereupon they took in sail.

3.—Adversative Sentences.

66. When the second member of a Compound Sentence stands *opposed to*, or *in contrast with* the first, it is called an **Adversative Sentence**; as, He is not clever, *but he is very industrious.*

Obs. The adversative relation is indicated by *but, yet, still, only, however, nevertheless, now ..... then, on the one hand ..... on the other, at one time ..... at another.*

4.—Illative and Causative Sentences.

67. The second member of a Compound Sentence is called **Illative** when it expresses an *inference, conclusion,* or *consequence* drawn from the statement contained in the first; as, The door is locked, *therefore it is impossible to enter.*

Obs. Illative sentences are introduced by *then, therefore, wherefore, hence, whence, so, consequently, accordingly, on this account, for this reason,* and these connectives are frequently preceded by *and;* as, He was a bad man, *and therefore he was not respected.*

68. When the first member expresses the inference, conclusion, or consequence, the second, containing the

ground or *reason*, is called **Causative**; as, It is impossible to enter, *for the door is locked.* He was not respected, *for he was a bad man.*

Obs. 1. Causative sentences are introduced by *for*, which, however, is sometimes omitted; as, He is ashamed, *for he blushes.* She loved him dearly; *he was her only child.*

Obs. 2. The members may be transposed without destroying the sense; as,

He is ill, *and so he stays at home* (illative).
He stays at home, *for he is ill* (causative).

EXERCISES.

Tell whether the second member is Adversative, Illative, or Causative.

(1.) The soldiers fought bravely, yet the battle was lost. People avoid him, for he is quarrelsome. The boy is not clever, but he is studious. Prosperity gains friends; adversity tries them. I know him to be honest, hence I can trust him. He has wronged me, still I forgive him. He has acted foolishly, yet she loves him. The day was stormy, consequently he did not come. He did not come, for the day was stormy. The miser had many relatives, nevertheless he died friendless. I love this place: it was the home of my childhood. Man proposes, God disposes. This road is steep, and so we will avoid it. He thought himself wealthy, whereas he was on the verge of bankruptcy. Give him the prize: it is his by right. Man shall die, yet shall he live again. The crops are good, and therefore the soil must be fertile. The soil must be fertile, for the crops are good.

(2.) We advised him to go home; that, however, he was not inclined to do. He acts honourably, and for this reason he is respected. At one time he works hard, at another he is idle. He could not see me, for I was not present. He is very rich, nevertheless he spends very little. This wood will not burn, for it is damp. You may go to town; only do not stay late. Wisdom is the principal thing, therefore get wisdom. Vex her not; she has grief enough. On one side was a steep mountain, on the other was a deep ravine. The roads were covered with deep snow; accordingly, we could not proceed on our journey. We shall have a good day to-morrow, for the clouds are red in the west. Everything went against him; still he persevered. The physician visits him daily; accordingly, he must be very ill. The river should be high, for much rain has fallen. Shame covereth the proud, but with the lowly is wisdom. There was nothing to be seen, so we went home. The doctor has advised me to remain at home; on that account I must defer my visit till next week.

Men's evil manners live in brass;
Their virtues we write in water.

CONTRACTED COMPOUND SENTENCES.

69. When the co-ordinate members of a Compound Sentence have the same subject, the same predicate, or any other part in common, the common part is generally omitted, and the sentence is then said to be *contracted*.

70. A Compound Sentence may have—

1. **Two or more Subjects with the same Predicate**; as, Owls and bats fly by night = Owls fly by night and bats fly by night.

2. **Two or more Predicates with the same Subject**; as, Animals live, breathe, and move = Animals live, animals breathe, and animals move.

3. **Two or more Objects with the same Predicate**; as, The sun gives light and heat = The sun gives light, and the sun gives heat.

4. **Two or more Predicates with the same Object**; as, God sustains and governs the world = God sustains the world, and God governs the world.

5. **Two or more Similar Extensions with the same Predicate**; as, We went to Linlithgow and to Edinburgh.

6. **Two or more Predicates with the same Extension**; as, He walked (to town) and I rode to town.

Obs. Sentences with two or more objects, or with two or more similar extensions, may be analysed as *simple sentences*, the objects or extensions being then regarded as *compound*; as,
The sun gives *light and heat* (compound object).
He studies *with diligence and success* (compound extension).

EXERCISE.

Supply the words omitted *in the following* Contracted Sentences:—Jane sings and draws. The sun illumines the mountains and the valleys. You may go and play in the garden. You must either be quiet or leave the room. Faith and hope shall cease, but charity never. Either you or I must go. He writes quickly and well. Not a drum was heard, not a funeral note. She is either in the house or in the garden. He knows arithmetic and algebra. He has nothing to lose, and therefore nothing to fear. The general was bold but imprudent. With wishing and with fretting, the boon can not be bought. Frogs and seals live on land and in water. Let us do or die. The Bible teaches us to avoid evil and to do good. We love and esteem our benefactors. Gold is found in Australia and in California. God makes the sun

to shine on the evil and the good. He is not only wealthy, but generous too. He was, and still is, a merchant. Wolves show much cunning and sagacity in securing their prey. Water is found in all countries and climates. He acted with great firmness and courage. We know whence he comes and whither he goes.

Analysis of Compound Sentences.

Directions.—1. Write down the sentences separately in the order of their occurrence, prefixing to the principal clauses of the co-ordinate members the capitals A, B, C, &c.; to clauses subordinate to A, the small letters a_1, a_2, a_3, &c.; to clauses subordinate to B, the letters b_1, b_2, b_3, &c.; and so on.

2. Describe the nature of each sentence or clause, and state its relation to the other members of the sentence.

Obs. Each sentence or clause is to be written down with the omitted parts supplied in parenthesis, and the connectives are to be underlined.

Examples.

1. They asked him whether he was guilty, but he would not answer till he had consulted his agent.

A. They asked him (*prin. sent.*)
a_1. Whether he was guilty (*noun clause—object*).
B. *But* he would not answer (*prin. sent.* advers. *to* A + a_1.)
b_1. Till he had consulted his agent (*adv. clause—time*).

2. Faith and hope shall cease, but charity never.

A. Faith (shall cease)
B. *And* hope shall cease (*prin. sent.* cop. *to* A).
C. *But* charity (shall) never (cease) (*prin. sent.* advers. *to* A *and* B).

3. The spirits of your fathers
Shall start from every wave;
For the deck it was their field of fame,
And ocean was their grave.

A. The spirits of your fathers shall start from every wave (*prin. sent.*)
B. *For* the deck it was their field of fame (*prin sent.* caus. *to* A).
C. *And* ocean was their grave (*prin. sent.* caus. *to* A, cop. *to* B).

4. I have ventured,
Like little wanton boys that swim on bladders,
These many summers in a sea of glory;
But far beyond my depth: my high-blown pride
At length broke under me, and now has left me,
Weary, and old with service, to the mercy
Of a rude stream, that must for ever hide me.

A. I, like little wanton boys, have ventured these many summers in a sea of glory (*prin. sent.*)
a_1. That swim on bladders (*adj. clause, describing* "boys")
B. *But* (I ventured) far beyond my depth (*prin. sent.* advers. *to* A)
C. (*And*) my high-blown pride at length broke under me (*prin. sent.* cop. *to* A)
D. *And* (it) now has left me weary, and old with service, to the mercy of a rude stream (*prin. sent.* cop. *to* A *and* C)
d_1. That must for ever hide me (*adj clause, describing* "stream").

5. There are many who think that poverty is always a curse and wealth a blessing; but this opinion is evidently wrong: the poor are often happy and the rich miserable.

A. There are many (*prin. sent.*)
a_1. Who think (*adj. clause, qual.* "many")
a_1a_1. That poverty is always a curse (*noun clause, object of* "think")
a_1a_2. *And* (that) wealth (is always) a blessing (*noun clause, in cop. co-ord. with* a_1a_1—*object of* "think")
B. *But* this opinion is evidently wrong (*prin. sent.* advers. *to the first member*)
C. (*For*) the poor are often happy (*prin. sent.* caus. *to* B)
D. *And* the rich (are often) miserable (*prin. sent.* caus. *to* B, cop. *to* C).

Obs. The above example is given to show how clauses *doubly* subordinate are to be indicated in analysis.

Exercises.

Analyse as above—

1. Good food and exercise are necessary to health. 2. Either you or I must go. 3. He has acted foolishly, yet she loves him. 4. The river is deep, yet clear. 5. John was, and still is, a soldier. 6. We saw the farmer and his servants in the field. 7. He must be more diligent, or he will lose the prize. 8. James rides and I walk to school. 9. Frogs and seals live on land and in water. 10. He knew not what to say, and so he stood silent. 11. Beware of the beginnings of covetousness, for you know not where it will end. 12. We visited the College and Holyrood; then we went to the Royal Hotel, where we had dinner. 13. I did not see him leave, nor can I tell you where he has gone. 14. Go when and where you please; I have no wish to control your actions. 15. The tallest trees are most exposed to the power of the winds, and

ambitious men to the blasts of fortune. 16. Covetousness cannot discern between right and wrong: it takes evil for good, and good for evil; it calls darkness light, and light darkness. 17. Deliberate with caution, but act with decision; and yield with graciousness, or oppose with firmness. 18. The wild horse saw us, and sped away with an arrowy fleetness till he gained a distant eminence, when he turned to gaze at us.

19. The evil that men do lives after them;
The good is oft interrèd with their bones.

20. Men's evil manners live in brass;
Their virtues we write in water.

21. Was I deceived, or did a sable cloud
Turn forth her silver lining on the night?

22. Cover the embers, and put out the light;
Toil comes with the morning, and rest with the night.

23. Lightly they 'll talk of the spirit that 's gone,
And o'er his cold ashes upbraid him;
But little he 'll reck if they let him sleep on
In the grave where a Briton has laid him.

24. The rosy ragged urchins play
Beneath the glowing sky;
They scoop the sand, or gaily chase
The bee that buzzes by.

25. Gather the rosebuds while ye may,
Old Time is still a-flying;
And that same flower that blooms to-day
To-morrow shall be dying.

26. The day is done, and the darkness
Falls from the wings of night,
As a feather is wafted downwards
From an eagle in its flight.

27. I sat and watched her many a day,
When her eyes grew dim and her locks were grey;
And I almost worshipped her when she smiled,
And turned from her Bible to bless her child.

28. The sun was reddening the clouds of morn
When they entered the rock defile,
And shrill as a joyous hunter's horn
Their bugles rung the while;
But on the misty height,
Where the mountain-people stood,
There was stillness as of night
When storms at a distance brood.

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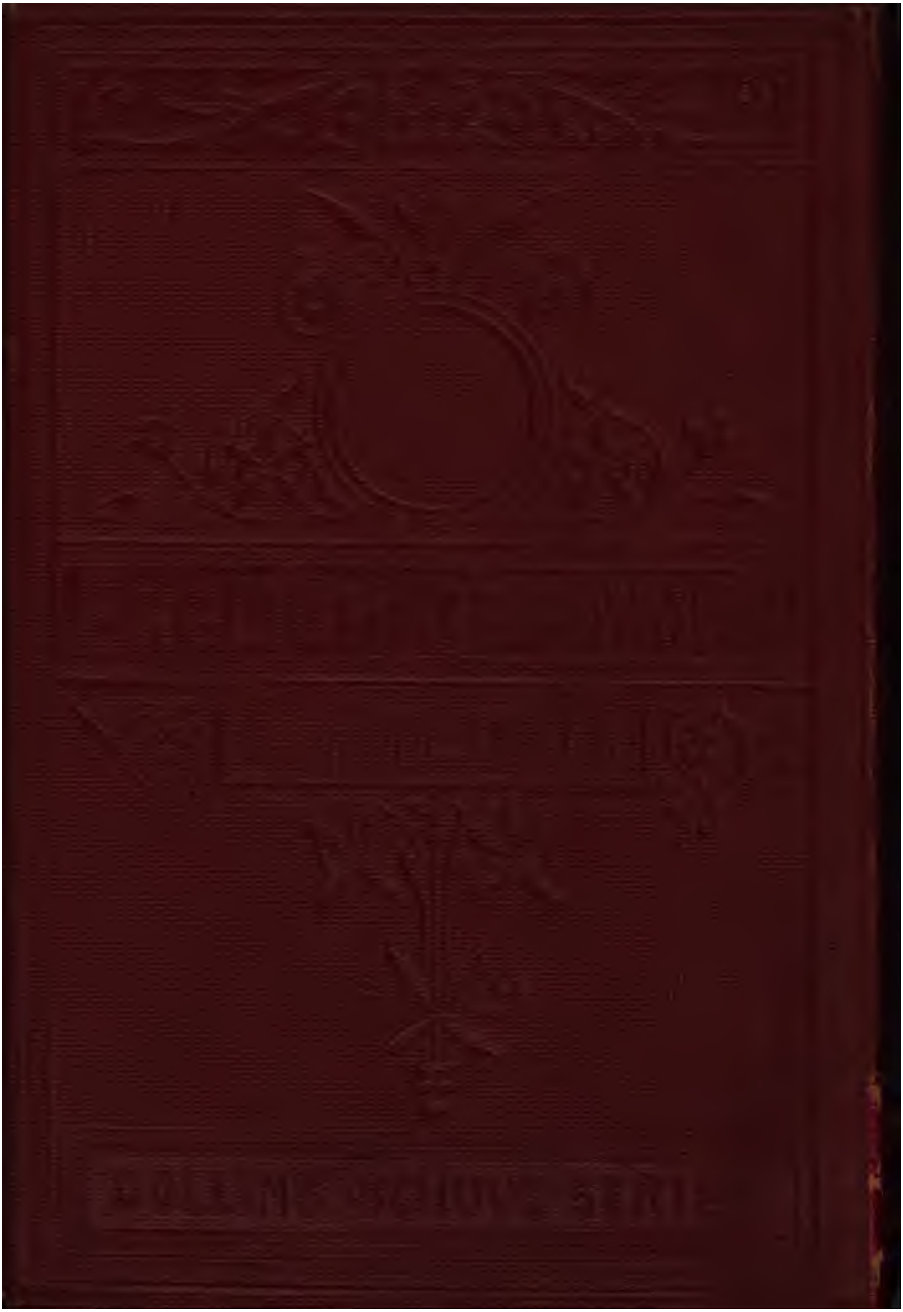
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